

Calhoun: The NPS Institutional Archive
DSpace Repository

Theses and Dissertations

1. Thesis and Dissertation Collection, all items

2012-03

Optimal Career Progression of Ground Combat Arms Officers in the Marine Reserve

Reamy, Stephen

Monterey, California. Naval Postgraduate School

<http://hdl.handle.net/10945/6859>

Downloaded from NPS Archive: Calhoun



Calhoun is the Naval Postgraduate School's public access digital repository for research materials and institutional publications created by the NPS community. Calhoun is named for Professor of Mathematics Guy K. Calhoun, NPS's first appointed -- and published -- scholarly author.

Dudley Knox Library / Naval Postgraduate School
411 Dyer Road / 1 University Circle
Monterey, California USA 93943

<http://www.nps.edu/library>



NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

THESIS

**OPTIMAL CAREER PROGRESSION OF GROUND
COMBAT ARMS OFFICERS IN THE MARINE RESERVE**

by

Stephen Reamy

March 2012

Thesis Advisor:
Second Reader:

Bill Hatch
Douglas Brook

Approved for public release; distribution is unlimited

THIS PAGE INTENTIONALLY LEFT BLANK

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188) Washington DC 20503.				
1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE March 2012	3. REPORT TYPE AND DATES COVERED Master's Thesis	
4. TITLE AND SUBTITLE Optimal Career Progression of Ground Combat Arms Officers in the Marine Reserve			5. FUNDING NUMBERS	
6. AUTHOR(S) Stephen Reamy				
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School Monterey, CA 93943-5000			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING /MONITORING AGENCY NAME(S) AND ADDRESS(ES) N/A			10. SPONSORING/MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government. IRB Protocol number __N/A__.				
12a. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution is unlimited			12b. DISTRIBUTION CODE A	
13. ABSTRACT (maximum 200 words) The purpose of this thesis is to examine career progression for ground combat arms officers in the Marine Corps Reserve, and to identify gaps between current and optimal career progression. Recent policy changes provide the catalyst for this thesis. On 4 December 2006, the Marine Corps announced the implementation of the Officer Candidate Course-Reserve. At the time, active component manpower practices and historically high retention rates resulted in reduced numbers of officers leaving active duty following their initial service obligation. Those officers who transitioned into the Reserve Component did so at grades more senior than required to fill junior officer billets. These factors combined to create a gap between RC junior company grade leadership requirements and the inventory of junior company grade officers. As the Marine Corps begins to staff reserve ground combat arms and engineer platoon and company commanders at 100% of manning, the requirement exists to develop a career path that provides the breadth of experience and expertise desired in its future leaders. However, challenges arise regarding the early to mid-stages of career progression due to training opportunities and PME requirements being less readily available to reserve officers than to their active component counterparts.				
14. SUBJECT TERMS Career, Optimal, Progression, Reserve, Officer, Promotion, Command			15. NUMBER OF PAGES 120	
			16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT UU	

THIS PAGE INTENTIONALLY LEFT BLANK

Approved for public release; distribution is unlimited

**OPTIMAL CAREER PROGRESSION OF GROUND
COMBAT ARMS OFFICERS IN THE MARINE RESERVE**

Stephen Reamy
Captain, United States Marine Corps
B.A., University of Colorado, 2006

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

**NAVAL POSTGRADUATE SCHOOL
March 2012**

Author: Stephen Reamy

Approved by: Bill Hatch
Thesis Advisor

Douglas Brook
Second Reader

Bill Gates
Dean, Graduate School of Business and Public Policy

THIS PAGE INTENTIONALLY LEFT BLANK

ABSTRACT

The purpose of this thesis is to examine career progression for ground combat arms officers in the Marine Corps Reserve, and to identify gaps between current and optimal career progression. Recent policy changes provide the catalyst for this thesis. On 4 December 2006, the Marine Corps announced the implementation of the Officer Candidate Course-Reserve. At the time, active component manpower practices and historically high retention rates resulted in reduced numbers of officers leaving active duty following their initial service obligation. Those officers who transitioned into the Reserve Component did so at grades more senior than required to fill junior officer billets. These factors combined to create a gap between RC junior company grade leadership requirements and the inventory of junior company grade officers. As the Marine Corps begins to staff reserve ground combat arms and engineer platoon and company commanders at 100% of manning, the requirement exists to develop a career path that provides the breadth of experience and expertise desired in its future leaders. However, challenges arise regarding the early to mid-stages of career progression due to training opportunities and PME requirements being less readily available to reserve officers than to their active component counterparts.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

I.	INTRODUCTION.....	1
A.	PURPOSE.....	1
B.	RESEARCH QUESTION.....	1
1.	Primary Research Question.....	1
2.	Secondary Research Question.....	1
3.	Tertiary Research Question.....	1
C.	DEFINITION OF “OPTIMAL”	1
D.	FOCUS OF EFFORTS	2
E.	SCOPE AND METHODOLOGY.....	3
1.	Establish an Optimal Baseline.....	3
2.	Analysis of Archive Data.....	3
a.	<i>Professional Military Education.....</i>	4
b.	<i>Key Billets.....</i>	4
c.	<i>Reserve Category.....</i>	5
d.	<i>Analysis of Interview Data.....</i>	5
3.	Gap Analysis.....	6
4.	Conclusion and Recommendations.....	7
F.	ORGANIZATION OF THE THESIS.....	7
II.	LITERATURE REVIEW: PRIOR RESEARCH.....	9
A.	HUMAN RESOURCE MANAGEMENT.....	9
1.	Organizational Analysis	12
2.	Job/Task Analysis	12
3.	Individual Analysis	13
B.	POST-9/11 FIELD GRADE OFFICER REQUIREMENTS IN THE MARINE CORPS RESERVE	13
C.	MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM.....	14
D.	INFANTRY TRAINING AND READINESS MANUAL.....	16
E.	MARINE CORPS MOS MANUAL.....	17
III.	RESERVE ORGANIZATION, STRUCTURE, AND POLICIES.....	19
A.	INTRODUCTION.....	19
B.	COMPONENTS.....	19
1.	Ready Reserve.....	21
a.	<i>Individual Ready Reserve.....</i>	21
b.	<i>Selected Reserve</i>	22
2.	Standby Reserve.....	23
a.	<i>Active Status List.....</i>	23
b.	<i>Inactive Status List</i>	23
3.	Retired Reserve	24
C.	ASSIGNMENTS, TOURS, SCREENING, AND PROMOTIONS	24
1.	Officer Assignments.....	24

2.	Officer Strength Limitations	24
3.	Officer Tours	25
4.	Command Screening	25
5.	Promotion Policies	25
D.	ACTIVATION	26
1.	Involuntary Active Duty.....	26
2.	Other Training Duty (OTD)	27
a.	<i>Institutional Training</i>	27
b.	<i>Specialized Skill Training</i>	27
c.	<i>Professional Military Education</i>	28
d.	<i>Reserve Counterpart Training (RCT)</i>	28
E.	SUMMARY	28
IV.	PRESENTATION OF DATA	29
A.	INTRODUCTION	29
B.	ACTIVE COMPONENT MODEL	29
C.	ARCHIVE DATA	31
1.	Rank at the Time of Command	32
2.	Professional Military Education and Rank	32
a.	<i>Career Level School by Rank</i>	33
b.	<i>Intermediate Level School by Rank</i>	33
c.	<i>Top Level School by Rank</i>	34
3.	Professional Military Education and Command Rank.....	35
a.	<i>Command Rank and Career Level School</i>	35
b.	<i>Command Rank and Intermediate Level School</i>	35
c.	<i>Command Rank and Top Level School</i>	36
4.	Key Billets and Rank	37
a.	<i>Company Command and Rank</i>	37
b.	<i>Operations Officer and Rank</i>	39
c.	<i>Battalion Executive Officer and Rank</i>	41
d.	<i>Regiment Executive Officer and Rank</i>	43
e.	<i>Battalion Commanding Officer and Rank</i>	43
5.	Key Billets and Command Rank.....	45
a.	<i>Company Command and Command Rank</i>	45
b.	<i>Operations and Command Rank</i>	46
c.	<i>Battalion Executive Officer and Command Rank</i>	48
d.	<i>Regiment Executive Officer and Command Rank</i>	49
e.	<i>Battalion Commanding Officer and Command Rank</i>	50
6.	Reserve Category and Command Rank.....	50
a.	<i>Command Rank and Select Marine Corps Reserve</i> .	50
b.	<i>Command Rank and Individual Mobilization Augmentees</i>	51
c.	<i>Command Rank and Active Reserve</i>	52
d.	<i>Command Rank and Individual Ready Reserve</i>	53
D.	INTERVIEW DATA.....	54

1.	Perceptions of Professional Military Education and Career Progression	55
2.	Perceptions of Key Billets and Career Progression	57
3.	Perceptions of Reserve Categories and Career Progression.....	59
E.	GAP ANALYSIS.....	64
F.	CHAPTER SUMMARY.....	66
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	69
A.	SUMMARY	69
B.	CONCLUSIONS AND RECOMMENDATIONS	70
1.	Primary Research Question.....	70
a.	<i>Conclusion</i>	70
b.	<i>Recommendations</i>	70
2.	Secondary Research Question.....	71
a.	<i>Conclusion</i>	71
b.	<i>Recommendations</i>	71
3.	Tertiary Research Question.....	72
a.	<i>Conclusion</i>	72
b.	<i>Recommendations</i>	72
C.	FURTHER RESEARCH	72
a.	<i>Analysis of Additional Variables</i>	73
b.	<i>Analysis of OCC-R Sourced Officers</i>	73
c.	<i>Analysis of data exclusively on Command Slated Officers</i>	73
d.	<i>Parallel Analysis of Active Component Officers Against the Optimal Model.....</i>	74
	APPENDIX A.....	75
	APPENDIX B.....	77
	LIST OF REFERENCES.....	97
	INITIAL DISTRIBUTION LIST	99

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF FIGURES

Figure 1.	Organizational and Individual Career Planning Perspectives	11
Figure 2.	Sources of the Information Used in Training Needs Assessment.....	12
Figure 3.	Components of the Marine Corps Reserve	20

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF TABLES

Table 1.	Optimal Career Progression for a Successful Infantry Officer in the Active Component.	31
Table 2.	Rank at Time of Command.....	32
Table 3.	Completion of Career Level School by Rank.....	33
Table 4.	Completion of Intermediate Level School by Rank.....	34
Table 5.	Completion of Top Level School by Rank.....	34
Table 6.	Command Rank and Completion of Career Level School	35
Table 7.	Command Rank and Completion of Intermediate Level School	36
Table 8.	Command Rank and Completion of Top Level School	37
Table 9.	Company Command and Rank	38
Table 10.	Operations and Rank.....	40
Table 11.	Regiment Operations and Rank	41
Table 12.	Battalion Executive Officer and Rank	42
Table 13.	Regiment Executive Officer and Rank.....	43
Table 14.	Battalion Commanding Officer and Rank	44
Table 15.	Command Rank and Observed Time in Company Command.....	46
Table 16.	Command Rank and Observed Time in Operations.....	47
Table 17.	Command Rank and Observed Time in Regiment Level Operations .	48
Table 18.	Command Rank and Observed Time as Executive officer	49
Table 19.	Command Rank and Observed Time as Regiment Executive Officer.....	49
Table 20.	Command Rank and Observed Time as Battalion Commander	50
Table 21.	Command Rank and SMCR	51
Table 22.	Command Rank and IMA	52
Table 23.	Command Rank and AR.....	53
Table 24.	Command Rank and IRR	54
Table 25.	Perceptions of Professional Military Education Overall	55
Table 26.	Respondents' Completion of PME.....	56
Table 27.	Percentage of Respondents' Subordinates Enrolled in PME.....	56
Table 28.	Perceptions of Billet Utility	58
Table 29.	Perceptions of Experience Outside of the Select Marine Corps Reserve	60
Table 30.	Perceptions of the Geographic Layout of the Reserve Component Force Structure.....	63
Table 31.	Percentages of Inactive Duty Travel Eligible Officers.....	64
Table 32.	Command Rank vs. Optimal Model: Professional Military Education .	65
Table 33.	Command Rank vs. Optimal Model: Key Billets	65

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF ACRONYMS AND ABBREVIATIONS

4th	MARDIV4th Marine Division
4th	MAW4th Marine Aircraft Wing
4th	MLG4th Marine Logistics Group
AC	Active Component
ADCON/OPCON	Administrative Control and Operational Control
AR	Active Reserve
ASL	Active Status List
CLS	Career Level School
CMC	Commandant of the Marine Corps
COMMARFORRES	Commander, Marine Forces Reserve
EWS	Expeditionary Warfare School
FMF	Fleet Marine Force
IAD	Initial Active Duty for Training
IDT	Inactive Duty Travel
ILS	Intermediate Level School
IMAs	Individual Mobilization Augmentees
IOC	Infantry Officer's Course
IRR	Individual Ready Reserve
ISL	Inactive Status List
IST	Initial Skill Training
KSAs	Knowledge, Skills, and Abilities
MARFORRES	Marine Forces Reserve
MCO	Marine Corps Order
MCRAMM	Marine Corps Reserve Administrative Management Manual
MMSB	Manpower Management Support Branch
MOBCOM	Mobilization Command
MOJT	Managed On-The-Job Training
MOS	Military Occupational Specialty
MSO	Military Service Obligation
NAVMC	Naval, Marine Corps

OCC-R	Officer Candidate Course-Reserve
OJT	On-The-Job Training
OLS	Ordinary Least Squares
OTD	Other Training Duty
PME	Professional Military Education
POI	Program of Instruction
RASL	Reserve Active Status List
RC	Reserve Component
RC	Reserve Component
RCT	Reserve Counterpart Training
SecNav	Secretary of the Navy
SelRes	Selective Reserve
SMCR	Selected Marine Corps Reserve
SRIP	Selected Reserve Incentive Program
T&R	Training and Readiness
T/O	Table of Organization
TBS	The Basic School
TFDW	Total Forces Data Warehouse
TNA	Training Needs Assessment
USC	United States Code
WASR	Wartime Authorized Strength Report

ACKNOWLEDGMENTS

First, I would like to thank my Lord and Savior, Jesus Christ, who has enabled me to accomplish all that I have. I owe a great deal of gratitude to my wife, Michele, for her boundless support of my career endeavors and her constant words of encouragement throughout my time at NPS. Michele endured numerous challenges of her own while I was focusing on this thesis, yet always found the time to offer an encouraging word, proofread something I wrote, or just be a companion when I needed one most. I am truly blessed to have her as my wife. Also, I would like to thank my kids, Reagan, Chase, and Nash, for being the best kids that a man could ask for. To Reagan and Chase, it always made me smile when you would ask, "How was school, Daddy?" To Nash, at one point I thought had I lost you. I'm just glad that you are alive, healthy, and part of my family.

I am grateful to my father, Kenneth, for "cursing me with his work ethic" and my mother, Carol, for her sincerity and support.

I also would like to thank Lieutenant Colonel John Price for the incredible amount of support that he offered throughout this process. It is my sincere hope that this thesis can be the start of a meaningful program aimed at improving the careers of reserve officers.

I could not have navigated this process without the expertise of my advisors, Bill Hatch and Dr. Douglas Brook. Thank you, gentlemen for your candor, guidance, and advise throughout this process.

Finally, I would like to dedicate this thesis to a Marine Reservist with whom I served in Afghanistan. Sergeant William Cahir was attached to 1st Battalion, 5th Marines as a member of a Civil Affairs Team. On 13 August 2009, Sergeant Cahir was struck in the neck by enemy small arms fire and later succumbed to his wounds. Sergeant Cahir was a scholar, a gentleman, a loving husband and father, and a fine Marine, and he is missed by all who ever had the privilege of knowing him.

THIS PAGE INTENTIONALLY LEFT BLANK

I. INTRODUCTION

A. PURPOSE

The purpose of this thesis is to examine career progression for ground combat arms officers in the Marine Corps Reserve, and to identify gaps between current and optimal career progression. If gaps are found, this thesis will review policy issues relevant to closing gaps in career progression in order to develop reserve officers suitable to fill key leadership billets, such as battalion commanding officers and senior staff officers.

B. RESEARCH QUESTION

1. Primary Research Question

What is the optimal career path necessary for the development of battalion commanders and senior staff officers in ground combat officers of the Reserve Component?

2. Secondary Research Question

Are there gaps between the optimal career progression for Active Component combat arms officers and their counterparts in the Reserve Component?

3. Tertiary Research Question

How does the Reserve Component implement changes that will enhance and facilitate the optimal career progression of ground combat officers?

C. DEFINITION OF “OPTIMAL”

For the purposes of this thesis, “optimal” is defined as a career path, which meets key billet assignments and completion of professional military

education (PME) for the appropriate grade such that an officer is competitive for screening and selection to command at the battalion level or higher.

D. FOCUS OF EFFORTS

Recent policy changes provide the catalyst for this thesis. On 4 December 2006, the Marine Corps announced the implementation of a new reserve officer-commissioning program, the Officer Candidate Course-Reserve (OCC-R).¹ At the time this program was launched, active component (AC) manpower practices and historically high retention rates resulted in significantly reduced numbers of officers leaving active duty following their initial service obligation. Those officers who transitioned into the Reserve Component (RC) did so at grades more senior than required to fill junior officer billets. These factors combined to create a gap between RC junior company grade leadership requirements and the inventory of junior company grade officers.²

MARADMIN 571-06 implemented the OCC-R program, establishing the criteria as “qualified civilian college seniors or graduates.”³ This marked a significant policy change within the Marine RC. For the first time, the RC was accepting non-prior service (NPS) officers. While this presented a solution to the growing inventory issues with reserve lieutenants, it was not without its own challenges.

As the Marine Corps begins to staff reserve ground combat arms and engineer platoon and company commanders at 100% of manning, the requirement exists to develop a career path that provides the breadth of experience and expertise desired in its future leaders. Many of these company grade officers will eventually become battalion commanders and key staff officers throughout the RC. However, challenges arise regarding the early to mid-stages

¹ MARADMIN 571/06, “Reserve Officer Commissioning Programs.”

² Ibid, 1.

³ Ibid.

of career progression due to training opportunities and PME requirements being less readily available to reserve officers than to their active component counterparts. Additionally, balancing a civilian career may sometimes present challenges for Reserve officers who need to be within a reasonable commuting distance to necessary career progression assignments. This may reduce the ability of qualified officers to participate to a degree at which they gain the requisite experience needed for key leadership roles.

E. SCOPE AND METHODOLOGY

This segment is an overview of the methodology used to answer the primary and secondary research questions, and to derive conclusions and recommendations. The research involves five steps.

1. Establish an Optimal Baseline

Step 1 is the establishment of an optimal model, which will serve as a baseline for subsequent steps. Based on the established definition of “optimal,” this thesis employs the conventional career progression model of a combat arms officer on the active component. This serves as a comparative measure by which to analyze data on reserve combat arms officers.

2. Analysis of Archive Data

Step 2 is an analysis of archive data on reserve combat arms officers. The purpose of this analysis is to present relevant data examining the career milestones, key billets, and PME completion, as well as the historical transition from one reserve category to another, of the current population of reserve combat arms officers.

Archive data was retrieved from the Total Forces Data Warehouse (TFDW) and includes observations dating from March of 1973 through

September of 2011. While the archive data includes a broad range of observations, the scope of this thesis does not explore every possible variable within the data.

The archive data is augmented by fitness report data from Manpower Management Support Branch (MMSB). While the MMSB data was also retrieved from the TFDW, it is important to note that it constitutes a relevant sub-set of data in its own right. MMSB data dates from 1998 to 2011. As a result of the shorter span, analysis including MMSB data will be restricted to fewer observations than those analyses using other TFDW data.

The analysis of the archive data will follow three main phases. Each phase will examine a different aspect of the optimal career progression, and how the observed population satisfied requirements within that aspect.

a. Professional Military Education

This phase presents data on PME completion numbers. This analysis examines PME completion numbers by rank of the officers who have completed PME as well as by officers in command billets at the Lieutenant Colonel and Colonel levels of command.

- Analysis by rank is appropriate because PME is designed and tailored to be relevant to the rank of the officers completing a given PME. This analysis will show how officers of different ranks completed the PME requirement for their given rank.
- Analysis by the rank of officers in command billets is appropriate because those in command billets have theoretically satisfied PME requirements throughout the course of their careers in order to be competitive for assignment to a command billet.

b. Key Billets

This phase presents data on observed time held billets crucial to career progression. This analysis examines observed time in key billets by rank of the officers who have held said billets as well as by officers in command billets

at the Lieutenant Colonel and Colonel levels of command. The data in this phase of the analysis uses the MMSB data.

- Key billet assignment generally corresponds to rank and follows a logical progression. This analysis will present data following that progression as closely as possible, and show how key billets have been distributed across the levels of rank of officers assigned in those billets.
- Like PME requirements, this analysis considers the rank of officers in command billets because those in command billets have theoretically served in the key billets (appropriate to rank) in the course of their careers in order to be competitive for assignment to a command billet.

c. Reserve Category

This phase presents a summary of officers in command billets at the Lieutenant Colonel and Colonel levels of command, and their corresponding history of service in Selected Marine Corps Reserve (SMCR) and non-SMCR units (see Chapter III). This analysis is relevant to reserve officer career progression because of the dynamic nature of the Marine Reserve Component.

d. Analysis of Interview Data

Step 3 is an analysis of interview data. The data was collected primarily in the month of January 2012 through a series of telephone interviews and e-mailed responses. Interviews targeted a pool of 54 reserve combat arms officers, field grade officers (pay grade O4 through O6) who are currently serving in key command and staff billets across the reserves. These officers were selected due to their levels of experience and their current positions as key leaders. Analysis of this pool provides a sample of the current population of key leaders, their career progression, as well as their perceptions of systems and processes in use by the Marine Reserve. Of the pool, 13 responses were received and are analyzed in this thesis.

The list of interview questions is included as Appendix A. The interview data is presented in a manner consistent with that of the archive data, and follows three main phases.

(1) Perceptions of Professional Military Education and Career Progression. This section analyzes the respondents' perceptions of PME, and its role in the career progression of reserve officers. Respondents answered questions about perceived institutional beliefs on PME, PME completion of subordinate officers, and PME completion for themselves.

(2) Perceptions of Key Billets and Career Progression. This section analyzes the respondents' perceptions of key billets that are considered milestone billets for AC combat arms officers, and the importance of serving in these billets. Respondents answered questions about institutional norms for key billets as well as their own experience serving in key billets throughout the course of their careers.

(3) Perceptions of Reserve Category and Career Progression. This section analyzes the respondents' perceptions of reserve categories and the potential effects that service in the various reserve categories may have on a reserve officer's career progression. Respondents answered questions about the perceived institutional preference for certain reserve categories, diversity of service in multiple reserve categories, potential effects on promotion and command screening, and challenges associated with reserve force structure and travel logistics for reserve officers.

3. Gap Analysis

Step 4 identifies gaps between the optimal model and the current population of reserve officers. A gap exists if the current population is not satisfying PME requirements as prescribed by the optimal model. If officers are not filling key billets appropriate to grade or prior to being selected for command as prescribed by the optimal model, a gap exists. This thesis identifies these

gaps based on a model for optimal career progression in the AC, and not by comparison between AC and RC officers.

4. Conclusion and Recommendations

Step 5 draws conclusions and recommendations. Following analysis of the archive and interview data and identifying gaps, this thesis will offer conclusions in order to answer the primary and secondary research questions. Conclusions will be based on the data as presented and will form the basis for a series of policy recommendations, as well as recommendations for subsequent research.

F. ORGANIZATION OF THE THESIS

This thesis is divided into five chapters. Chapter I identifies the purpose of the thesis and provides a description of the issue behind the research question. Chapter II considers previous work relating to the Marine Reserve and relevant to this topic. Chapter III provides a descriptive overview of force structure, organization, and policies of the Marine Reserve. Chapter IV follows the methodology of the research, presents relevant data supporting the research, and introduces the opinions of several subject matter experts. Chapter V summarizes the findings, conclusions, and recommendations.

THIS PAGE INTENTIONALLY LEFT BLANK

II. LITERATURE REVIEW: PRIOR RESEARCH

There is very little research relating to the career progression of ground combat officers in the Marine Reserve. Due to its relative newness, prior research on the career progression of OCC-R accessions is essentially non-existent. However, research exists that supports the overall scope of this thesis, ranging from previously conducted theses on Marine Reserve topics to a textbook on development of human resources. This chapter will discuss and relate these previous works to the topic presented in this thesis.

A. HUMAN RESOURCE MANAGEMENT

The theoretical framework for this thesis is based on the work of Robert L. Mathis and John Jackson, in their textbook *Human Resource Management*.⁴ As this thesis deals with career development and training, the Mathis and Jackson framework provide a baseline understanding of how human resource management applies within the Marine Reserve.

Mathis and Jackson draw a clear distinction between training and development. According to Mathis and Jackson, training can be considered “a process whereby people acquire capabilities to perform jobs,” while development is defined as “Efforts to improve employees’ capabilities beyond those required by the current job.”⁵ In other words, training is specific to a certain job while development considers long-term career needs. Both are relevant to the discussion at hand.

⁴ Robert L. Mathis and John H. Jackson, *Human Resource Management* (Mason, OH: Thompson South-Western, 2006), 265–297.

⁵ *Ibid.*, 1.

This thesis deals with the development of ground combat officers in the Marine Reserve. The concept of career progression within the Marine reserve closely resembles the Mathis and Jackson definition of “development.” However, training is one of the building blocks of development, and thus should not be ignored.

Mathis and Jackson also introduce the concept of Knowledge Management, which they define as “the way organization leverages knowledge in order to be competitive.”⁶ In the case of the Marine Reserve, being competitive ultimately means being operationally successful. In order to reach that goal, the Reserve Component must attract and retain the right type of people. This involves introducing the right level of advancement and career progression incentives to the individual, while simultaneously considering the operational and mission requirements of the Marine Reserve Component.

Thus, a balance must exist between the institution and the individual. The challenge is to find enough common ground between both parties involved. Figure 1 outlines possible considerations for the institution and the individual as both sides seek the right balance. This thesis examines the role of the Marine Reserve in achieving the right balance between the organizational and individual perspective.

⁶ Mathis and Jackson, *Human Resource Management*, 1.

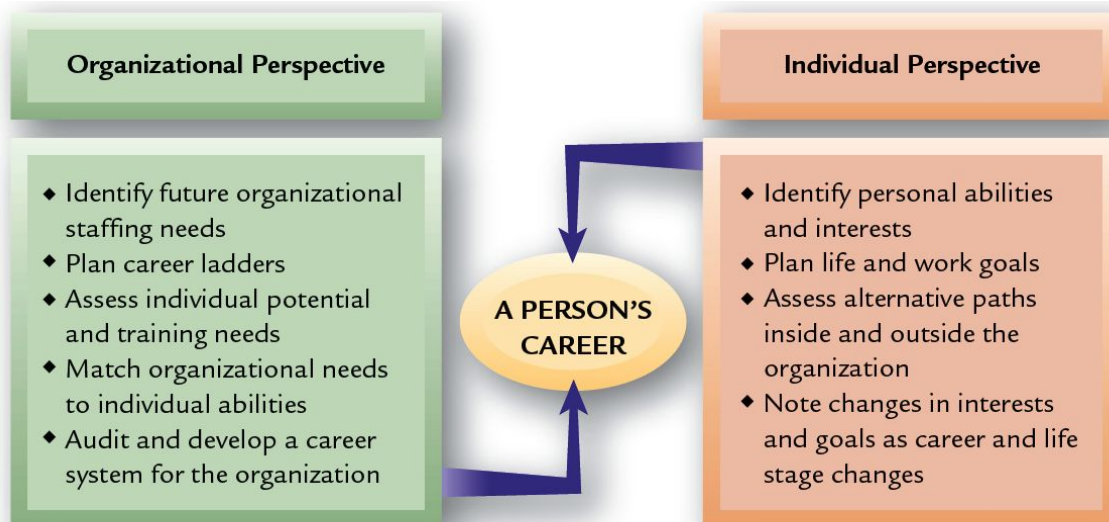


Figure 1. Organizational and Individual Career Planning Perspectives⁷

In addition to providing the theoretical framework regarding career development, the Mathis and Jackson text also provides a framework for a gap analysis. According to Mathis and Jackson, a gap analysis “indicates the distance between where an organization is with its employee capabilities and where it needs to be.”⁸

In order to construct the framework for a gap analysis, a training needs assessment (TNA) is necessary. The first step of a TNA is to determine what training is required. Figure 2 illustrates the sources by which training needs are derived.

⁷ Mathis and Jackson, *Human Resource Management*, 1.

⁸ Ibid.

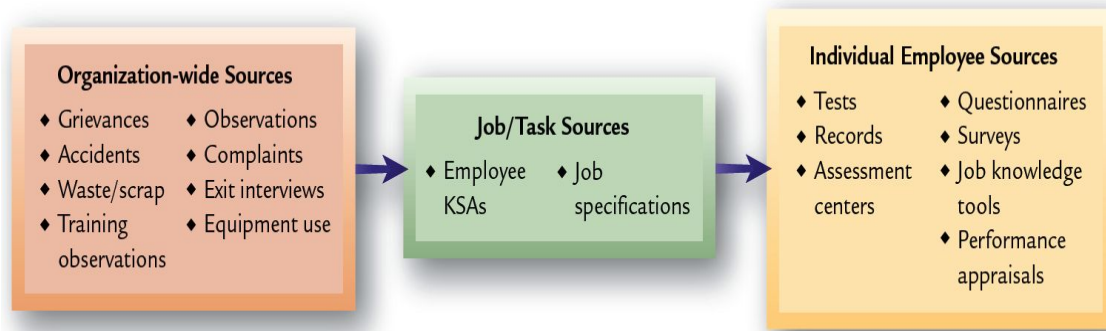


Figure 2. Sources of the Information Used in Training Needs Assessment⁹

The TNA involves three sources, and therefore three levels of analysis.

1. Organizational Analysis

According to Mathis and Jackson, training needs can be diagnosed through analyzing organizational outcomes.¹⁰ Part of this process includes the identification of knowledge, skills, and abilities (KSAs in Figure 2) required by an organization. Mathis and Jackson also highlight the importance of organizational analysis through operational measures of organizational performance.¹¹ From this observable data, organizational training goals can be derived.

2. Job/Task Analysis

A job/task analysis involves diagnosing a given job as well as the tasks involved in performing that job.¹² This involves comparing the knowledge, skills and abilities of employees to the actual requirements of a job. At this point, training needs can be identified.

⁹ Mathis and Jackson, *Human Resource Management*, 1.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

3. Individual Analysis

Individual analysis is a way of analyzing training needs through study of how individuals perform their jobs.¹³ Performance evaluation data is a common means of achieving this. Individual analysis can be used to assess the level of readiness in a candidate for promotion, and in some cases nominate the individual for specialized training for promotion.

A training needs survey is another method of conducting an individual analysis. This can take the form of a questionnaire or interview tailored specifically to those in managerial or non-managerial positions, and can produce data on perceived strengths or weaknesses of a policy, system or process.¹⁴ One of the advantages to this method is that employees may self-identify their own training needs. In other cases, this method enables management to identify training needs within their scope of responsibility and make recommendations for training subordinates.

B. POST-9/11 FIELD GRADE OFFICER REQUIREMENTS IN THE MARINE CORPS RESERVE

In his Naval Postgraduate School thesis of 2011, Christopher Luther studied approximately 20 years of historic RC officer grade strength history. This research stemmed from an overall shortfall of field grade officers in the SELRES in FY10. Luther's thesis examined the appropriate inventory of field grade officers in the Marine Reserve required to maintain acceptable affiliation and participation levels in accordance with Table of Organization (T/O) and mobilization requirements.¹⁵

¹³ Mathis and Jackson, *Human Resource Management*, 1.

¹⁴ Ibid.

¹⁵ Christopher D. Luther, "Post-9/11 Field Grade Officer Requirements in the Marine Corps Reserve" (master's thesis, Naval Postgraduate School, 2011).

Luther studied data attained from the TFDW consisting of over 120,000 individual records, each representing one field grade officer for a given period. He created a tool for referencing grade strength and corresponding reserve affiliations using ordinary least squares (OLS) regression analysis.

Luther acknowledged that OLS served as a better descriptive model based on historical data rather than as a predictive model due to autocorrelation in the residuals. This means that there is too much similarity between the observations as a function of the time between them.¹⁶ However, Luther's results showed no autocorrelation for colonel affiliation and participation, as well as lieutenant colonel participation.¹⁷ Thus, an OLS regression proved a suitable model for his study. Luther concluded through analysis of the data that the overall grade strength level is well under budgeted authorizations.

The Luther study is relevant to this thesis in that issues relating to field grade officers begin with issues relating to company grade officers. In order to achieve the balance of field grade officers recommended in the Luther study, the Marine Reserve must take the appropriate steps to access and develop the right number of company grade officers in the present.

C. MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

Marine Corps Order P3500.72A establishes the training standards, regulations, and policies regarding the training of Marines and assigned Navy personnel in ground combat, combat support, and combat service support occupational fields.¹⁸

¹⁶ Luther, "Post-9/11 Field Grade Officer Requirements in the Marine Corps Reserve," 5.

¹⁷ Ibid.

¹⁸ U.S. Department of the Navy, "Marine Corps Ground Training And Readiness (T&R) Program," MCO P3500.72A (Quantico, VA: Department of the Navy, 2005a).

The T&R Program states that the “Marine Corps’ philosophy of training is derived from the mandate of the institution: to provide combat-ready units to the nation.”¹⁹ Thus, training becomes a priority bearing professional and moral implications. With combat success and survivability of individual Marines as the ultimate goal, it is imperative to ensure that active and reserve components are properly trained. The Marine Corps achieves this through a building block approach to training.

The T&R program raises some thoughts that relate directly to this thesis and the development of OCC-R reserve officers. First, the T&R program recognizes that few leaders would want to take formal school graduates straight to combat. This places a premium on managed on-the-job training (MOJT). It is during daily MOJT that Marines (and, for the purposes of this thesis, junior ground combat officers) sustain and refine their core skills.

However, MOJT is difficult to achieve for reservists. Most core skills are perishable skills that are difficult to maintain at the required level without daily use. Herein is the challenge for ground combat arms officers in the reserve component, specifically those sourced through the OCC-R due to their lack of experience in the AC.

The T&R Program recognizes this, stating that, “Despite the dedicated efforts of individual Marines and their leaders, combat skills naturally atrophy if not exercised regularly.”²⁰ Furthermore, the T&R Program cites two measures of training as Proficiency and Currency. The program defines proficiency as “a function of skill that must be measured against a predetermined standard and periodically demonstrated to a qualified evaluator,” and currency as being

¹⁹ Luther, “Post-9/11 Field Grade Officer Requirements in the Marine Corps Reserve,” 8.

²⁰ “Marine Corps Ground Training and Readiness (T&R) Program,” 8.

“measured against the sustainment interval assigned to the event.”²¹ The sustainment interval is the agreed upon period wherein skills must be refreshed or reevaluated.²²

The challenge, then, becomes developing a method by which reserve officers can develop and sustain the necessary skill set, receive the appropriate PME, and ultimately succeed as leaders in combat.

D. INFANTRY TRAINING AND READINESS MANUAL

Chapter 7 of Naval, Marine Corps (NAVMC) Directive 3500.87, “Infantry Training and Readiness (T&R) Manual,” outlines the core competencies expected of an infantry officer. The T&R Manual lists core capabilities for each level of responsibility throughout an infantry officer’s career, as well as identifies career progression philosophy as:

Completion of infantry officer’s course (IOC), conduct 2000-level training, which begins with MOJT and continues through Career, Intermediate, and Advanced Level Professional Military Education available through resident, seminar, and distance learning courses.²³

While the infantry is only one community, other combat arms communities follow a similar career progression model.

Chapter 7 of the T&R Manual lists core capabilities for an infantry officer from second lieutenant through colonel. Core capabilities are perishable skills that require constant sustainment in order to maintain proficiency. The T&R manual states the importance of 2000-level training, that of MOJT, sustainment training, and grade-appropriate PME. These are readily achieved in the AC due to the Marine’s daily presence affording him the opportunity to sustain vital skill

²¹ Ibid.

²² Ibid.

²³ U.S. Department of the Navy, “Infantry Training And Readiness (T&R) Manual,” NAVMC 3500.87 (Washington, DC: Department of the Navy, 2005b).

sets; however, sustainment of core capabilities presents a much bigger challenge in the more fluid RC where Marines often come and go on a less stable basis.

E. MARINE CORPS MOS MANUAL

Marine Corps Order (MCO) 1200.17A, Military Occupational Specialties (MOS) Manual outlines the military occupational specialties and a brief description of what those duties include. This thesis examines the career progression of combat arms officers: those in the infantry, artillery, tanks, amphibious assault vehicles, and combat engineers.

For most of these communities, the requirements for optimal career progression are the same for both the RC and AC. However, the artillery community places an extra set of requirements on reserve officers. In addition to completing the Field Artillery Officer Basic Course, artillery officers in the Marine Reserve must also complete twelve months of on-the-job training (OJT) in a drilling SMCR artillery battery, complete the Artillery Safety Certification Examination, complete the Reserve Officer Artillery Certification Course (Nonresident course of instruction), and based on the recommendation of the unit commander, complete the Reserve Artillery Officer Certification Course (Resident instruction).²⁴

²⁴ U.S. Department of the Navy, "Military Occupational Specialties Manual (Short Title: MOS Manual)," MCO 1200.17A (Quantico, VA: Department of the Navy, 2009).

THIS PAGE INTENTIONALLY LEFT BLANK

III. RESERVE ORGANIZATION, STRUCTURE, AND POLICIES

A. INTRODUCTION

The Marine Corps Reserve Administrative Management Manual (MCRAMM) is the Commandant of the Marine Corps (CMC) guidance concerning affairs relating to the reserves. Chapter 1 of the MCRAMM states the mission of the Reserve Component (RC) as such:

The mission of the RC of the Marine Corps Total Force is to augment and reinforce the active component (AC) with trained units and qualified individuals in a time of war or national security may require.²⁵

In addition to the formal mission statement, the RC complements Marine Corps operating force structure and capabilities.

Charged with providing the means for rapid expansion of our Corps during national emergency, the Marine Corps Reserve provides the added capability, flexibility and depth that is the foundation for our sustainment at any level of recall or mobilization.²⁶

Total Force Integration is the prevailing theme in all matters of RC planning, training and administration.²⁷

B. COMPONENTS

The Marine Corps Reserve is divided into the Ready Reserve, the Standby Reserve, and the Retired Reserve.²⁸ Figure 3 illustrates

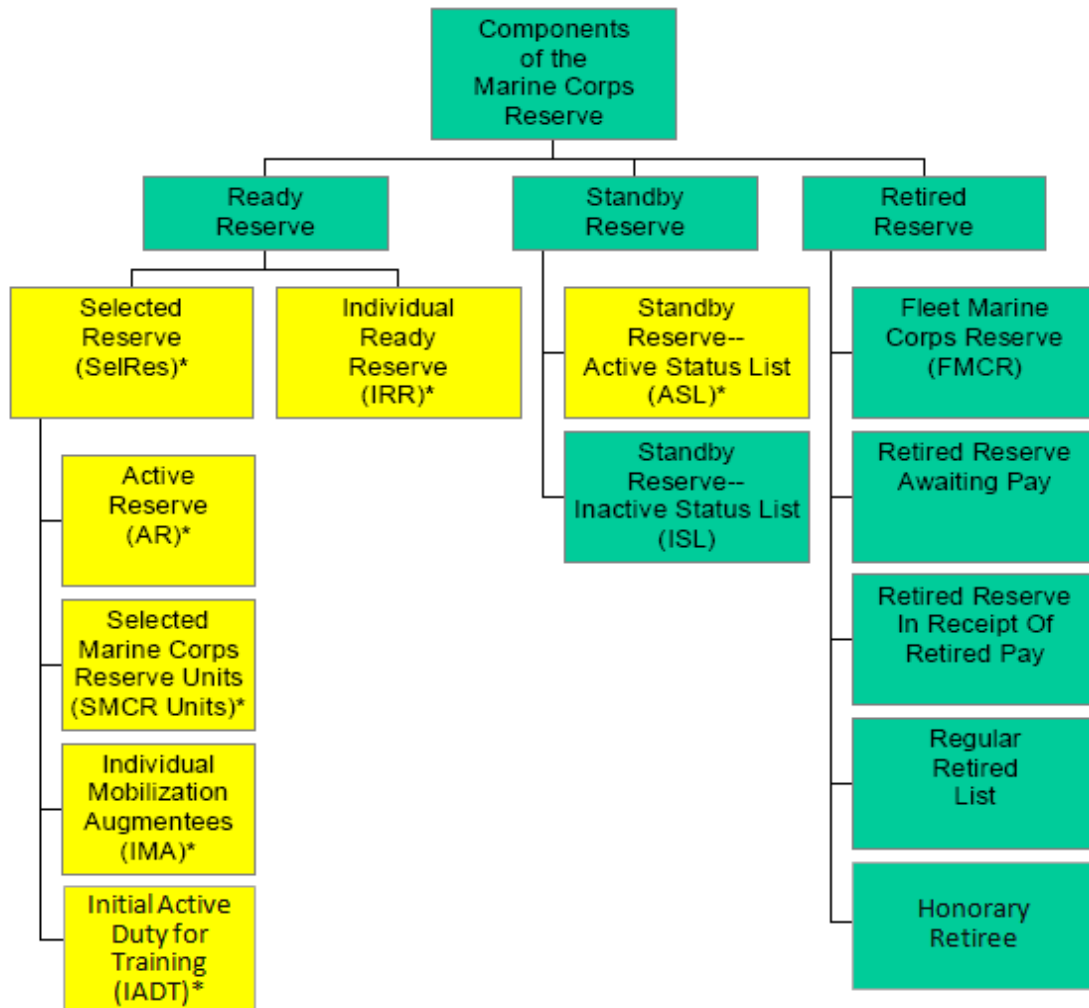
²⁵ U.S. Department of the Navy, "Marine Corps Reserve Administrative Management Manual," MCO 1001R.1K (Quantico, VA: Department of the Navy, 2009).

²⁶ Ibid., 25.

²⁷ Ibid.

²⁸ Ibid.

these components and the numerous sub-components, namely the components of the Reserve Active Status List (RASL).



Note: Components highlighted in yellow (*) are elements of the RASL.

Figure 3. Components of the Marine Corps Reserve²⁹

²⁹ MCO 1001R.K, Figure 1-1.

1. Ready Reserve

The Ready Reserve represents the bulk of Reserve Marines ready for activation in war or national emergency. These Reserve Marines can be in reserve units or individual members liable for immediate activation. The Ready Reserve is composed of the Individual Ready Reserve (IRR) and the Selective Reserve (SelRes).³⁰

a. Individual Ready Reserve

The MCRAMM defines the IRR as “A CMC manpower pool principally consisting of individuals.”³¹ The IRR serves as the primary recruiting population for Prior Service Marines.³² In most cases, members on the IRR are available for mobilization, have had training, and have served either in the SelRes or on Active Duty. Furthermore, members on the IRR either have not completed their Military Service Obligation (MSO), have completed their MSO and are on the IRR by voluntary agreement, or have not completed their MSO and are mandatory participants but are authorized a transfer to the IRR.³³

Reserve officers may continue to serve on the IRR upon completion of their MSO. This is contingent on minimum participation requirements and statutory limitations.³⁴

³⁰ MCO 1001R.K, Figure 1-1, 1.

³¹ Ibid., 1.

³² Jonathon D. Price, “Effects of Activation on Selected Marine Corps Reserve Prior Service Enlisted Continuation Rates in the Post-9/11 Era” (master’s thesis, Naval Postgraduate School, 2010).

³³ Ibid.

³⁴ Ibid.

b. Selected Reserve

The SelRes consists of members of the SMCR units, Individual Mobilization Augmentees (IMAs), and those serving in the Active Reserve (AR) program or on Initial Active Duty for Training (IADT).³⁵

(1) Select Marine Corps Reserve Units. These units include the 4th Marine Division (4th MARDIV), 4th Marine Logistics Group (4th MLG), 4th Marine Aircraft Wing (4th MAW) and Force level units of Marine Forces Reserve (MARFORRES). The Commander, Marine Forces Reserve (COMMARFORRES) has administrative control and operational control (ADCON/OPCON) over these units.

(2) Individual Mobilization Augmentees. IMAs are assigned to an AC organization in order to facilitate requirements of the organization to support mobilization and demobilization efforts. When not on active duty, IMAs are administered by Mobilization Command (MOBCOM). IMAs are restricted to no more than 3–5 years in the same AC organization, at which point they are required to transfer to a different AC organization or Ready Reserve subcomponent for a period of at least one year.³⁶

(3) Active Reserve. The AR program supports the organization, administration, recruiting, retention, instruction, and training of the Marine Corps Reserve. These reservists serve in full-time active duty billets under the direction of the Deputy Commandant, Manpower and Reserve Affairs.

(4) Initial Active Duty for Training. These reservists are serving through the initial accession pipeline training. They are not eligible for deployment outside of the continental United States.

³⁵ Ibid.

³⁶ Price, "Effects of Activation on Selected Marine Corps Reserve Prior Service Enlisted Continuation Rates in the Post-9/11 Era," 8.

2. Standby Reserve

Per MCO 1001R.1K, the Standby Reserve consists of Marines who are unable to meet participation requirements of the Ready Reserve but desire to maintain their affiliation, are bound by contractual obligation, or are officers who have not resigned their commission.³⁷ It is composed of two categories, the Standby Reserve Active Status List (ASL) and the Standby Reserve Inactive Status List (ISL). Marines on the ASL and ISL are not required to train and are not members of units; however, they may be mobilized as needed to fill manpower requirements for specific skills.³⁸

a. Active Status List

The ASL consists of Marines designated as key federal employees, Marines who have been temporarily assigned due to hardship and intend to return to the Ready Reserve, and those Marines who are prevented from training due to reasons approved by the Secretary of the Navy.³⁹ They are eligible to participate in reserve training programs for retirement points only, and are not eligible for pay or allowances.

b. Inactive Status List

The ISL consists of Marines who are not eligible to participate in training, receive pay, or retirement points, are not eligible for promotion, and do not count against end strength. The ISL is composed solely of officers who are retirement eligible but have not earned the requisite 50 retirement points during their anniversary year.⁴⁰

³⁷ Ibid., 1.

³⁸ Price, "Effects of Activation," 1.

³⁹ Ibid.

⁴⁰ Ibid.

3. Retired Reserve

Under Title 10, U.S.C., those Marines on the Retired Reserve have requested and are approved for retirement. Members of the Retired Reserve are subject to recall to active duty.

C. ASSIGNMENTS, TOURS, SCREENING, AND PROMOTIONS

The Marine Corps Reserve offers a wide range of career opportunities in the various components within the Reserve. It is the responsibility of the individual officer to plan his own career. Reserve officers are encouraged to balance their careers through varying billets and duty assignments, and enhance these experiences through resident and non-resident PME.

1. Officer Assignments

Priorities for officer assignments to SMCR units are to ensure sufficient MOS qualified officers in order to fulfill a unit's mission accomplishment and readiness, to afford equal opportunities for assignment to such billets, to facilitate and encourage maximum participation of company grade officers, and to assign officers of correct billet grade to the greatest possible extent.⁴¹ For purposes of mobilization, the requirement for officers is reflected in the Wartime Authorized strength report (WASR) and filled by the CMC (M&RA) from the available mobilization manpower pool.

2. Officer Strength Limitations

The T/O governs the number of officers that can be assigned to an SMCR unit, and will not be exceeded without approval of the COMMARFORRES. Officer strengths within the IMA are governed by Marine Corps Order (MCO) 1001.62 "Individual Mobilization Augmentee (IMA) Program."

⁴¹ Price, "Effects of Activation," 1.

3. Officer Tours

A normal SMCR tour lasts for a period of three years. If a suitable replacement is not available, COMMARFORRES may grant multiple one-year extensions. Tours for officers in IMA billets are governed by MCO 1001.62, and will normally not exceed three years. Like SMCR units, multiple one-year extensions may be authorized; however, total IMA program tour length will not exceed five years.⁴²

4. Command Screening

The Marine Corps has an established and centralized process by which officers in the reserve are screened for command billets in the grades of Lieutenant Colonel and Colonel. This process and career requirements closely parallel that of the AC command screening process, but is tailored to suit the unique circumstances of the RC.

5. Promotion Policies

Officers in the Marine Reserve are eligible for promotion subject to Title 10 United States Code (USC) and MCO 7220R.38C, long title Selected Reserve Incentive Program (SRIP). Boards convene annually by order of the Secretary of the Navy (SecNav).

Section 14306 of Title 10 USC establishes the Navy and Marine Corps running Mate System. This program defines a “running mate” as an officer of the same grade as one on the active-duty list of the same armed force. The officer on the reserve active-status list is in the promotion zone and is eligible for consideration for promotion to the next higher grade by a selection board

⁴² U.S. Department of the Navy, “Individual Mobilization Augmentee (IMA) Program,” MCO 1001.62 (Quantico, VA: Department of the Navy, 2006).

convened under section 141-1(a) of this title, when that officer's running mate is in or above the promotion zone established for that officer's grade under chapter 36 of this title.⁴³

Reserve officers competing for promotion are responsible for ensuring that they are PME complete in order to remain competitive for promotion.

D. ACTIVATION

Under Title 10, USC, all members of the Marine Corps Reserve are eligible and may be ordered to active duty.⁴⁴ In cases of voluntary active duty, there are numerous opportunities for reservists to participate in active duty billets in both RC and AC units.

1. Involuntary Active Duty

Reserve Component forces may be called to active duty when the President or Congress determines that RC forces are required to augment the AC in support of military operations. Sections 12301⁴⁵ and 12302⁴⁶ of Title 10 provide the guidelines for full and partial mobilization (respectively). Section 12304⁴⁷ of Title 10 provides the guidelines for Presidential Reserve Call-up authority.

⁴³ Title 10 USC § 14306 "Establishment Of Promotion Zones: Navy Reserve and Marine Corps Reserve Running Mate System."

⁴⁴ Excludes honorary retirees. IADTs may be ordered to active duty but are ineligible for deployment outside the U.S. until they have completed their initial accession training.

⁴⁵ Title 10 USC § 12301 "Reserve Components Generally."

⁴⁶ Title 10 USC § 12302 "Ready Reserve."

⁴⁷ Title 10 USC § 12304 "Selected Reserve and Certain Individual Ready Reserve Members; Order to Active Duty Other Than During War or National Emergency."

2. Other Training Duty (OTD)

Other Training Duty is authorized active duty training,⁴⁸ the purpose of which is to enhance the proficiency of individual reservists as well as units by providing structured and on-the-job training.⁴⁹ A brief description of OTD opportunities that are relevant to this thesis follows.

a. Institutional Training

Institutional training may be collective or individual training and education, and is conducted in the formal schools environment using an established program of instruction (POI). Any branch of the military service may conduct formal schools and institutional training.

b. Specialized Skill Training

Specialized skill training is that training which prepares personnel to perform in a given military occupational specialty (MOS). It may include initial skill training (IST) which is subsequent to officer acquisition training and is designed to qualify an officer in a specific MOS. For example, an infantry officer upon completion of The Basic School (TBS) is assigned the MOS code 0301. Upon completion of his IST he is assigned the MOS code 0302, denoting that he is now a qualified infantry officer.

Another type of specialized skill training is skill progression training. This is training beyond IST, which provides an enhanced level of proficiency in a given MOS.

⁴⁸ Excludes IADT and AT.

⁴⁹ Ibid.; U.S. DON, "Marine Corps Reserve Administrative Management Manual."

c. Professional Military Education

PME is designed to provide an individual with the skills, knowledge, and understanding, which will “enable him to make sound decisions in progressively more demanding command and staff positions within the national security environment.”⁵⁰

d. Reserve Counterpart Training (RCT)

The RCT program is designed to increase the mobilization potential of the IRR member, thereby increasing the readiness of the Marine Corps as a whole.⁵¹ Officers in the grades of Second Lieutenant through Major may participate by volunteering for assignments to active duty training at designated AC commands for AT. This is done on an annual basis, and maintains and enhances MOS and technical skills considered essential upon mobilization.⁵²

E. SUMMARY

This chapter has provided a brief description of the Marine Reserve structure, organization, and policies. While not an exhaustive discussion of the Marine Reserve, this chapter has provided a baseline of understanding relevant to the discussion of OCCR accessions and career progression.

The following chapters of this thesis will explore ideal career progression and relate findings back to the organization, structure, and policies of the RC.

⁵⁰ Excludes IADT and AT; U.S. DON, “Marine Corps Reserve Manual.”

⁵¹ Excludes IADT and AT; U.S. DON, “Marine Corps Reserve Manual.”

⁵² Ibid.

IV. PRESENTATION OF DATA

A. INTRODUCTION

This chapter will examine optimal career path milestones for combat arms officer through use of an AC model. The model will serve as a baseline measurement by which a comparison of the archive data on reserve officers will be established.

Following the establishment of the optimal model, this thesis will identify and justify the variables to which this research is limited.

Results of the archive data will be presented in several relevant categories. Upon presentation of the archive data, this thesis will have identified gaps between the officers and the model.

Once the archive data is presented, this chapter will examine interview data of field grade officers currently serving in key leadership, command, and senior staff billets within the reserve component. This interview data presents what the current generation of key leaders have to say about the processes of promotion, command screening, PME, and their relationship to career progression. The interview data will provide an insight into the perceptions and beliefs of what constitutes an optimal career for a reserve officer. Furthermore, the interview data will enrich the archive data by bringing a current perspective on the subjects of key billet placement as well as PME completion.

B. ACTIVE COMPONENT MODEL

Before examining the archive data, a baseline will be established to serve as the optimal career path and provide a comparative measure of those records studied in the archive data. In Chapter I, "optimal" was defined as "a career path which meets key billet assignments and completion of PME for the appropriate grade, such that an officer is competitive for screening and selection to command

at the battalion level or higher.” The Marine Corps does not promote by MOS, however it does screen for command by MOS. For example, in order to fill a command billet in an infantry battalion, the Marine Corps will screen only infantry officers (those officers with an MOS of 0302). Likewise, an artillery battalion will receive only an artillery officer (MOS 0802) as a commanding officer. Many officers are command slated well in advance. It is common for a Major to be command slated for a Lieutenant Colonel billet before he is selected for the rank of Lieutenant Colonel. At that point, it is a forgone conclusion that the officer will be selected for promotion because the Marine Corp will not permanently appoint a Major to a Lieutenant Colonel’s billet. Thus, a successful command screening is perhaps a more accurate measure of an optimal career path than is promotion to the next grade.

In order to be competitive for command screening, a combat arms officer must meet certain career milestones as he progresses through the ranks. All combat arms communities follow a very similar career progression model, so this thesis will employ the model based solely on an infantry officer from the rank of Second Lieutenant to Colonel as being representative of all combat arms MOS’s. This thesis will define a “successful” career as one in which an officer is successfully selected for a billet as a Commanding Officer.

Table 1 represents the successful career progression that is considered optimal for an active component infantry officer. With this baseline established, this thesis is ready for the presentation of relevant data.

Grade/Yrs in Service	2ndLt 0-2	1stLt 3-5	Capt 6-10
Representative Formal Schools	Entry Level		Career Level
MOS school/Operational Billets	*Infantry Officer's Course *Rifle/Weapons Platoon Commander	*Rifle Co XO *LAR Co XO *81mm Plt Commander *WpnsPlt Commander *Wpns Co XO	*Rifle Co CO *LAR Co CO *Wpns Co CO *H&S Co CO *Assistant Operations Officer
Grade/Yrs in Service	Major 10-15	LtCol 15-20	Col 20-25
Representative Formal Schools	Intermediate Level		Top Level
MOS school/Operational Billets	*Operations Officer *Infantry Battalion XO *LAR Battalion XO *Reconnaissance Battalion XO	*Infantry Battalion CO *LAR Battalion CO *Reconnaissance Battalion CO	

Table 1. Optimal Career Progression for a Successful Infantry Officer in the Active Component.⁵³

C. ARCHIVE DATA

The archive data includes data on RC combat arms officers from 1998 through 2011. The archive data includes many variables, the scope of which is virtually limitless. Several levels of analysis of reserve officer career progression potentially exist within the data set. This research is limited to variables relating to observed time in key billets, service in specific reserve categories, and completion of PME. These variables constitute the baseline for an officer being competitive for promotion and command slated. As indicated in Table 1, time in crucial billets and completion of PME are the fundamental requirements for a successful career. Other factors (such as awards, joint billets, type of fitness

⁵³ Marine Corps Systems Command (MARCORPSSYSCOM), "Acquisition Career Roadmap" Marine Corps Systems Command, <http://www.marcorsyscom.usmc.mil/sites/acqworkforce/CareerMap/careermaps/MOS0302PM.aspx>.

report) are career discriminators that can enhance an officer's career and make him more competitive for command slating, but it is not necessarily a career detriment if an officer does not have certain career discriminators. Failure to serve in the appropriate key billets appropriate to grade as well as failure to complete PME will render an officer uncompetitive both for promotion and command slating, thus the research will focus on these variables exclusively.

In this thesis, the rank of "Lt" on all tables is inclusive of both Second Lieutenants and First Lieutenants. This thesis will examine the observed time in key billets as well as PME completion for the officers in the data set, to the point of Colonel (O6) grade command slating.

Tables were derived using STATA, and modified for presentation.

1. Rank at the Time of Command

This thesis examines command tours at two levels of command: Colonel and Lieutenant Colonel (O5). Displayed in Table 2 is the number of officers selected to command at the Colonel and Lieutenant Colonel levels of command and serves as a point of reference for later data.

Rank	O5	O6	Total
Frequency	212	114	326

Table 2. Rank at Time of Command

2. Professional Military Education and Rank

This segment presents PME data by rank, and examines the degree to which officers included in the data set met PME milestones as prescribed by the AC model.

a. Career Level School by Rank

Expeditionary Warfare School (EWS) is an example of Career Level School (CLS). CLS is an important step for developing Captains and preparing them for potential service in the billet of Company Commander. Table 3 displays the rank of reserve officers that have completed CLS.

Considering that CLS is designed primarily for the rank of Captain, Table 3 reveals a lag in completion of required PME. Significantly, more Majors and Lieutenant Colonels completed the CLS than did Captains.

RANK						
CLS	Lt	Capt	Maj	LtCol	Col	Total
No	1,698	14,167	10,062	4,965	2,336	33,228
Yes	0	39	1,257	2,128	499	3,923
Total	1,698	14,206	11,319	7,093	2,835	37,151

Table 3. Completion of Career Level School by Rank

b. Intermediate Level School by Rank

Command and Staff College is an example of intermediate level school (ILS). ILS develops Majors for potential service as staff officers, specifically in the operations functional area, and later command billets at the battalion level.

Table 4 displays the rank of reserve officers who have completed ILS. The completion numbers in the rank of Major have significantly improved over those of Captain who have completed CLS; however, there is still a lag as Lieutenant Colonels and even a sizable number of Colonels complete PME intended for Majors. Captains who are PME complete for their grade are eligible to enroll in ILS.

RANK						
ILS	Lt	Capt	Maj	LtCol	Col	Total
NO	1,691	13,849	9,833	5,232	1,947	32,552
YES	7	357	1,486	1,861	888	4,599
Total	1,698	14,206	11,319	7,093	2,835	37,151

Table 4. Completion of Intermediate Level School by Rank

c. Top Level School by Rank

The Navy War College is an example of Top Level School (TLS), an advanced level of PME designed primarily for Lieutenant Colonels. For combat arms officers, attendance at TLS usually follows a command tour at the battalion level. Table 5 displays the rank of reserve officers who have completed top-level school.

By this point in the data, the completion numbers have normalized with respect to the appropriate grades, ending the lag that existed at the PME levels for Captains and Majors. Numbers for all grades on all tables are cumulative. The drop off in numbers from Lieutenant Colonels to Colonels is due to reserve officers who retire at the rank of Lieutenant Colonel.

RANK						
tls	Lt	Capt	Maj	LtCol	Col	Total
No	1,698	14,206	11,301	6,918	2,692	36,815
Yes	0	0	18	175	143	336
Total	1,698	14,206	11,319	7,093	2,835	37,151

Table 5. Completion of Top Level School by Rank

3. Professional Military Education and Command Rank

This segment analyzes the data by command rank and PME completion as it relates to command selection at the O5 (211 billets) and O6 (114 billets) levels of command.

a. Command Rank and Career Level School

Career Level School is an important building block in the career of a reserve officer. Based on the active component, CLS should precede a command billet. However, Table 6 reveals a different circumstance in the reserve component.

With a total of 325 total command billets, only 132 reserve officers had completed CLS. Out of 211 selections to O5 commands, only 104 selections had completed CLS. Meanwhile only 28 of 114 O6 selections had completed CLS.

Career Level School			
RANK	No	Yes	Total
O5	107	104	211
O6	86	28	114
Total	193	132	325

Table 6. Command Rank and Completion of Career Level School

b. Command Rank and Intermediate Level School

Like Career Level School, Intermediate Level School represents a significant building block in a reserve officer's career progression. Table 7 reveals that most reserve officers who were slated for command during the period covered by the data did not complete ILS. Only 143 of 325 officers had

completed ILS. ILS does fare slightly better than CLS as both levels of PME relate to command selections at the grades of O5 and O6. Out of the 211 O5 command billets, 83 had completed ILS. Out of the 114 O6 command billets, 60 were ILS complete. This marks a significant improvement over the numbers for reserve officers holding O6 command billets and had completed CLS, but is still a completion rate of only 52.6% at this level.

Intermediate Level School			
RANK	No	Yes	Total
O5	128	83	211
O6	54	60	114
Total	182	143	325

Table 7. Command Rank and Completion of Intermediate Level School

c. Command Rank and Top Level School

Completion of Top Level School prepares officers (normally in the grades of Lieutenant Colonel) for service on senior levels of staff and potentially for command at the O6 level. Table 8 displays the 325 reserve officers slated for command (at the O5 or O6 level). From this total, only 21 reserve officers had completed TLS. These numbers break down further by rank. Out of 211 O5 billets, only six had completed TLS; however, due to TLS often following a command tour, this low number is to be expected at this level of command. Meanwhile only 15 out of 114 billets at the O6 level had completed TLS.

Top Level School			
RANK	No	Yes	Total
O5	205	6	211
O6	99	15	114
Total	304	21	325

Table 8. Command Rank and Completion of Top Level School

4. Key Billets and Rank

This segment analyzes data on the relationship between key billets and rank. Key billets normally correspond to rank, and as such generally follow a logical progression. For example, in the AC model it is common to hold a billet as a company commander prior to holding a billet as an operations officer. In the RC this has not been the case.

Key billets are measured by months of observed fitness report time. For all tables, a value for “time” will be included only if there is at least one individual observed at that value.

a. *Company Command and Rank*

Time in a billet as a company commander is vital for the career progression of a combat arms officer. In the AC, it is most common for the company command billets to be filled by Captains; however, it is not uncommon for a Major to fill company command billets as well. Table 9 displays the number of months of observed fitness report time by rank for reserve officers. The table is cut off at 18 months and resumes at 51 months, the largest number of months for an officer who was observed in this billet. A complete version of the table is included in Appendix B.

For Captains observed in this data, the vast majority do not have at least one month of observed time as a company commander. Of the 33 Captains with at least one month of observed time, two have only one month, and eight have only two months. The greatest amount of observed time is 16 months, and only one Captain has that amount of observed time.

According to the table, Majors and Lieutenant Colonels are filling billets as Company Commanders. In fact, more Majors and Lieutenant Colonels are filling company commander billets and receiving more observed time in those billets than any other ranks.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	1,089	3,279	3,718	3,490	953	12,529
1	0	2	10	14	0	26
2	0	8	10	5	5	28
3	0	1	7	21	5	34
4	0	4	16	26	4	50
5	0	3	36	27	8	74
6	0	1	16	19	3	39
7	0	2	11	18	4	35
8	0	3	18	17	4	42
9	0	2	5	21	2	30
10	0	0	0	7	1	8
11	0	2	3	21	0	26
12	0	4	22	34	26	86
13	0	0	6	7	5	18
14	0	0	3	18	3	24
15	0	0	7	17	3	27
16	0	1	1	15	5	22
17	0	0	3	5	3	11
18	0	0	5	6	0	11
Z						
51	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 9. Company Command and Rank

b. Operations Officer and Rank

Operations Officer is the next key billet that a combat arms officer must fill as part of his normal career progression. An officer will usually fill this billet at the battalion level following a tour as a Company Commander. In the AC, an operations officer is usually a Major or a senior Captain.

In the RC, the progression is less pronounced. Table 10 displays observed time as an Operations Officer. Here, Captains have earned a significantly higher number of months of observed time than in billets as a Company Commander, with one Captain receiving as much as 57 months⁵⁴ of observed time as an Operations Officer. A complete version of Table 10 is included in Appendix B.

Meanwhile Majors have received more observed time as an operations officer. The number of individuals with an appreciable number of months of observed time is fairly robust, peaking at twelve months of observed time for 130 individuals. Furthermore, Lieutenants posted a significant amount of observed time as an Operations Officer.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	925	2,063	1,732	1,420	291	6,431
1	7	56	36	26	5	130
2	13	66	82	52	12	225
3	21	86	82	36	16	241
4	14	85	114	78	12	303
5	17	90	119	61	12	299
6	12	102	106	82	24	326
7	15	78	115	83	17	308
8	10	64	76	76	30	256
9	9	63	104	83	26	285

⁵⁴ See Appendix B for complete table.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
10	2	48	94	78	16	238
11	6	45	99	55	21	226
12	8	74	130	103	30	345
13	6	37	66	76	10	195
14	2	33	58	66	18	177
15	4	29	67	64	20	184
16	1	24	43	49	16	133
17	3	11	41	31	5	91
18	6	25	25	32	16	104
Z						
112	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 10. Operations and Rank

Table 10 includes observed time in both battalion and regiment levels of operations. Table 11 considers only observed time as an operations officer at the regiment level.

At the regiment level, the operations officer would normally be a Lieutenant Colonel, and in some cases a Major. In the RC, observed time at the regiment level begins to normalize to these ranks. However, for Lieutenant Colonels the observed time at the regiment level does not account for the majority of observed time as annotated in Table 10. More individuals have received more observed time as a Lieutenant Colonel as a battalion level operations officer than have as a regimental operations officer.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	1,088	3,279	3,834	3,814	1,042	13,057
1	0	2	7	0	3	12
2	0	1	5	0	0	6
3	0	1	7	5	0	13
4	0	1	8	14	1	24
5	0	2	16	13	0	31
6	0	5	12	3	5	25
7	0	1	3	4	0	8
8	0	5	11	4	6	26
9	0	2	4	7	0	13
10	0	3	4	7	0	14
11	0	5	3	0	0	8
12	0	2	11	7	4	24
13	0	3	0	5	2	10
14	0	0	2	0	0	2
18	1	0	0	0	0	1
19	0	0	2	1	0	3
20	0	0	0	1	0	1
27	0	0	0	0	1	1
33	0	0	0	5	0	5
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 11. Regiment Operations and Rank

c. Battalion Executive Officer and Rank

Battalion Executive Officer is another key billet along an officer's career progression. Considering the AC model, a Battalion Executive Officer is usually a Major. While this generally holds true in the RC, there are some exceptions, as displayed in Table 12.

Majors and Captains account for most of the observed time as a battalion executive officer. While it is preferred that this billet be filled by a Major, in some cases circumstances dictate that the billet is filled by a Captain. The

high numbers of Lieutenant Colonels can be explained in part due to the presence of battalion-equivalent commands in which the commanding officer is an O6.

However, Table 12 also shows a significant number of Lieutenants earning observed time in the Battalion Executive Officer billet with one Lieutenant earning 21 months of observed time in the billet.

A complete version of Table 12 is included in Appendix B.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	996	2,679	3,594	3,610	977	11,856
1	1	38	20	12	4	75
2	3	53	34	11	0	101
3	14	67	45	28	9	163
4	10	62	35	29	0	136
5	12	47	20	4	11	94
6	10	58	20	12	7	107
7	8	31	15	6	0	60
8	3	33	16	16	0	68
9	2	32	36	33	4	107
10	3	23	20	12	0	58
11	4	29	8	30	5	76
12	5	30	28	18	14	95
13	2	25	6	10	5	48
14	3	18	0	1	0	22
15	4	13	5	1	4	27
16	3	17	9	1	0	30
17	2	10	2	5	0	19
18	1	14	0	12	4	31
Z						
45	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 12. Battalion Executive Officer and Rank

d. *Regiment Executive Officer and Rank*

Regiment Executive Officer is in theory a post-battalion command tour, but in practice an officer will fill this billet prior to filling a command billet. Table 13 displays the numbers of officers in the various grades with the corresponding number of months of observed fitness report time as a regiment executive officer.

Regiment executive officer is considered an O5 billet, yet the data shows a total of only four Lieutenant Colonels having an appreciable number of months in this billet (two with four months, and two with eleven months). Meanwhile, eight Colonels have observed time in the billet, with five of those having eleven months of observed time.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	1,088	3,311	3,928	3,886	1,056	13,269
2	1	0	0	0	0	1
4	0	0	0	2	0	2
6	0	1	0	0	0	1
7	0	0	1	0	1	2
8	0	0	0	0	1	1
11	0	0	0	2	5	7
21	0	0	0	0	1	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 13. Regiment Executive Officer and Rank

e. *Battalion Commanding Officer and Rank*

The billet Battalion Commanding Officer is usually a Lieutenant Colonel billet for a combat arms battalion in the AC. The RC adheres to the

model as closely as possible. Table 14 displays the ranks of those who have held billets as a battalion commanding officer, and the corresponding length of observed time in months.

By this point in the data, the numbers have normalized, with the greatest number of officers receiving the greatest number of months of observed time being those who are Lieutenant Colonels.

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	1,089	3,286	3,905	3,824	1,023	13,127
1	0	8	5	5	8	26
2	0	0	0	5	2	7
3	0	0	0	4	1	5
4	0	1	6	3	0	10
5	0	1	5	3	16	25
6	0	2	5	3	0	10
8	0	4	0	0	0	4
9	0	4	2	2	5	13
10	0	0	0	17	2	19
12	0	2	0	5	1	8
13	0	0	0	8	0	8
14	0	3	0	0	0	3
17	0	0	0	1	0	1
18	0	0	0	4	3	7
19	0	0	0	0	1	1
21	0	1	1	0	0	2
24	0	0	0	0	2	2
25	0	0	0	2	0	2
26	0	0	0	4	0	4
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 14. Battalion Commanding Officer and Rank

5. Key Billets and Command Rank

This segment will present data relating the grade at the time of command (Command Rank) to the number of months served in a key billet. Command Rank is divided into two levels: O5 commands and O6 commands. This portion of the data was derived from Manpower Management Support Branch, and was a smaller sample of data. Thus, the total number of observations for command rank is slightly smaller than previous sections involving analysis by command rank.

a. Company Command and Command Rank

This section analyzes observed fitness report time as a company commander for those officers who reached command in O5 and O6 billets. Table 15 displays that the majority of officers in command at either level had no appreciable time observed as a company commander.

RANK			
Time	O5	O6	Total
0	135	80	215
1	1	0	1
2	1	2	3
3	1	0	1
4	3	0	3
5	3	1	4
6	2	1	3
7	1	0	1
8	8	0	8
9	0	1	1
11	2	1	3
12	1	2	3
13	0	2	2
14	1	0	1
15	4	1	5
16	0	2	2
17	0	1	1
18	1	0	1
19	1	0	1
22	0	2	2
24	0	1	1
25	2	0	2
33	1	0	1
Total	168	97	265

Table 15. Command Rank and Observed Time in Company Command

b. Operations and Command Rank

A tour in operations normally follows a company command tour. Experience in operations is vital in order to remain competitive for command. Table 16 displays officers in command billets of O5 and O6 and the corresponding number of months of observed fitness report time in operations at the battalion and regiment level combined. A full version of Table 16 is included in Appendix B.

RANK			
Time	O5	O6	Total
0	48	26	74
2	2	2	4
3	2	2	4
4	4	0	4
5	2	0	2
6	4	2	6
7	5	0	5
8	6	4	10
9	3	1	4
10	2	3	5
11	5	2	7
12	12	2	14
13	1	2	3
14	2	4	6
15	4	2	6
16	3	2	5
17	3	1	4
18	6	1	7
Z			
80	1	0	1
Total	168	97	265

Table 16. Command Rank and Observed Time in Operations

Some officers serve additional time in operations at the regiment level, earning observed fitness report time in the process. Table 17 displays observed fitness report time at the regiment level.

RANK			
Time	O5	O6	Total
0	164	95	259
3	1	0	1
4	1	0	1
6	0	1	1
9	0	1	1
10	1	0	1
12	1	0	1
Total	168	97	265

Table 17. Command Rank and Observed Time in Regiment Level Operations

c. Battalion Executive Officer and Command Rank

Experience as a Battalion Executive Officer normally follows ILS and precedes a tour as a battalion commanding officer. Table 18 displays officers in command billets of O5 and O6 and the corresponding number of months of observed fitness report time as a battalion executive officer.

RANK			
Time	O5	O6	Total
0	156	84	240
1	1	0	1
2	1	0	1
3	1	1	2
5	0	3	3
6	1	0	1
7	1	0	1
8	1	0	1
9	1	1	2
12	1	0	1
13	1	2	3
15	0	1	1
18	3	2	5
23	0	1	1
24	0	2	2
Total	168	97	265

Table 18. Command Rank and Observed Time as Executive officer

d. Regiment Executive Officer and Command Rank

The billet of regiment executive officer should prepare an officer for service as a regiment Commanding Officer. Table 19 reveals that officers in command at both the O5 and O6 level have received no observed time as a regiment executive officer.

RANK			
Time	O5	O6	Total
0	168	97	265
Total	168	97	265

Table 19. Command Rank and Observed Time as Regiment Executive Officer

e. *Battalion Commanding Officer and Command Rank*

Battalion Commanding Officer, like regiment executive officer, is a crucial billet for advancing past the rank of Lieutenant Colonel in the AC. The data suggests a less rigid reality in the RC. Table 20 displays officers in command billets and the corresponding number of months of observed fitness report time as a battalion Commanding Officer. Notice that only eight Colonels in command billets have observed time as a battalion Commanding Officer, and four of them have only five months of observed time.

RANK			
Time	O5	O6	Total
0	166	89	255
4	2	0	2
5	0	4	4
9	0	2	2
10	0	1	1
18	0	1	1
Total	168	97	265

Table 20. Command Rank and Observed Time as Battalion Commander

6. *Reserve Category and Command Rank*

In the reserves, key billets and PME are important, but unlike the AC, the reserves have the additional dynamic of service in the various reserve categories. This segment will present data on commanding officers at the O5 and O6 levels served in the various categories of the reserves and will serve as a baseline within the reserve officer combat arms community for future research.

a. *Command Rank and Select Marine Corps Reserve*

Billets in the SMCR most closely resemble their counterparts in the AC. The SMCR is where an officer will serve as a Company Commander,

Operations Officer, Battalion Commanding Officer, etc. Table 21 displays command rank and a summary of months spent in the SMCR. A full version of Table 21 is included in Appendix B.

At total of sixteen Lieutenant Colonels and twelve Colonels held command billets with no time in the SMCR. However, the overall numbers normalize to appreciable levels over the span of the sample.

RANK			
Time	O5	O6	Total
0	16	12	28
1	1	0	1
2	0	1	1
3	1	0	1
4	2	0	2
6	1	0	1
9	3	0	3
10	2	0	2
11	4	0	4
13	1	0	1
18	1	0	1
Z			
140	2	1	3
Total	211	114	325

Table 21. Command Rank and SMCR

b. Command Rank and Individual Mobilization Augmentees

The IMA is an additional dynamic of the RC. IMAs are assigned to an AC organization in order to facilitate requirements of the organization to support mobilization and demobilization efforts. Table 22 displays officers in command at the Lieutenant Colonel and Colonel level and the corresponding number of months spent serving in an IMA billet. A full version of Table 22 is included in Appendix B.

A tour in an IMA billet exposes an officer to an area of the RC beyond the more conventional SMCR billets. Experience in an IMA billet diversifies an officer, but failure to serve in such a billet does not disqualify an officer for command slating consideration.

RANK			
Time	O5	O6	Total
0	107	48	155
1	3	0	3
2	1	0	1
3	3	0	3
4	1	0	1
5	1	0	1
6	3	2	5
7	1	2	3
8	5	1	6
9	5	1	6
10	2	1	3
11	2	1	3
12	3	3	6
13	5	1	6
14	7	0	7
15	1	0	1
16	7	1	8
17	3	1	4
18	1	2	3
Z			
110	0	1	1
Total	211	114	325

Table 22. Command Rank and IMA

c. Command Rank and Active Reserve

The AR consists of full-time support personnel in numerous staff functions. Table 23 displays command rank and the corresponding number of months served on AR. A full version of Table 23 is included in Appendix B.

RANK			
Time	O5	O6	Total
0	171	104	275
1	1	0	1
2	1	0	1
6	1	0	1
14	1	0	1
17	1	0	1
18	1	0	1
Z			
143	1	2	3
Total	211	114	325

Table 23. Command Rank and AR

d. Command Rank and Individual Ready Reserve

The IRR is a manpower pool of individuals not affiliated with a unit. Service on the IRR requires an officer to fulfill minimum participation requirements. Officers on the IRR do not accumulate retirement points; however, they do remain eligible for promotion. Table 24 displays command rank and the corresponding number of months spent on the IRR. A full version of Table 24 is available in Appendix B.

RANK			
Time	O5	O6	Total
0	52	50	102
1	29	5	34
2	6	0	6
3	11	4	15
4	3	0	3
5	2	2	4
6	8	2	10
7	7	0	7
8	8	2	10
9	5	2	7
10	1	3	4
11	4	2	6
12	3	5	8
13	5	2	7
14	2	1	3
15	3	5	8
16	1	0	1
17	4	2	6
18	0	4	4
Z			
90	1	0	1
Total	211	114	325

Table 24. Command Rank and IRR

D. INTERVIEW DATA

This section presents data collected through a series of interviews conducted with select field grade combat arms officers. The interview posed several questions, which were categorized, then analyzed in this chapter. The data is presented in four sections: perceptions involving PME, perceptions involving key billets, perceptions involving reserve category, and supplemental interview data.

1. Perceptions of Professional Military Education and Career Progression

This section presents interview data involving the respondent's perceptions of PME and how it affects career progression. The data contains three questions involving PME.

Question One: "Does the Marine Corps recognize PME completion as a better qualifier for an individual's career development?"

For this question, "better qualifier" serves to differentiate an officer with PME from one without. Two officers who responded "No" to this question offered some qualifying remarks to support their answer. These explanations included examples of officers being promoted to Lieutenant Colonel and Colonel without completing ILS or TLS, as well as citing perceived inequities between resident and non-resident PME.

Six respondents offered a more ambivalent answer. Out of these six, one battalion commander stated that he assumed that his PME completion was a factor in his selection to his current billet but was not certain. The other five respondents, while not saying "no" outright, indicated that it is not a strong factor. Such explanations included phrases like "preferred, but not required;" and "it doesn't guarantee a prime position." One officer stated that, "There are examples of officers being promoted at every reserve rank to include Colonel without grade appropriate PME." Another offered an explanation citing "reality on selection boards," explaining that standards are often more lenient for those in the RC than their counterparts in the AC.

Table 25 displays the results.

	Yes	No	Not Necessarily
Frequency	5	2	6

Table 25. Perceptions of Professional Military Education Overall

Question Two: “Have you completed PME?”

Eleven out of thirteen respondents had completed grade-appropriate PME. Two respondents did not respond to this question. However, this is still 84.6% confirmed PME complete, much higher than what is suggested in the archive data. Table 26 displays the results of Question Two.

	Yes	No	No Response
Frequency	11	0	2

Table 26. Respondents’ Completion of PME

Question Three: “What percent of your officers are pursuing PME?”

The respondents represent officers from a wide range of commands, each with varying policies regarding PME enrollment. One respondent stated that officers in his command who are not PME complete at their grade or enrolled in the appropriate level PME may receive lower marks on their evaluation reports. For all respondents, the percentages represent the population of officers for whom there is a PME requirement, and does include newly joined Lieutenants.

The results of this portion of the interview data suggest a much higher rate of participation in PME than the corresponding portion of the archive data. Table 27 displays the results of Question Three.

	20%	25%	50%	80%	100%	No Response	Unknown
Frequency	1	1	3	2	3	2	1

Table 27. Percentage of Respondents’ Subordinates Enrolled in PME

2. Perceptions of Key Billets and Career Progression

This section presents interview data involving the respondent's perceptions of service in key billets and how it affects career progression. The data contains two questions involving service in key billets.

Question One: "What billets are used as markers for career progression?"

The respondents had general concurrence on this question. Ten respondents outlined billet progression that closely resembled the optimal model presented in this chapter. Key billets cited ranged from platoon level billets to battalion command. Respondents cited the need for exposure in key staff billets as well as company command billets, and one respondent mentioned that time in a "B-billet" is desirable as well.

The remaining three respondents also closely followed the optimal model; however, they focused their answers specifically on the company grade level, and the billet of company commander. Two out of these three respondents cited a successful tour as a platoon commander, followed by a successful tour as a company commander as absolute "prerequisites" for eventual screening for command at the battalion level. The remaining respondent cited only the company command billet as "most important" for those aspiring to eventually screen for battalion command. Out of these three respondents, one cited experience both in the SMCR and in an IMA billet as career enhancing due to a broad range of exposure.

Question Two: "Did the Marine Reserve provide you with the experience (through the various billets held prior to command) needed to prepare you for command? Which billet was the most important? Least?"

This is a three-part question, and the data will be presented separately. The first part of this question asks for a "yes" or "no" answer. A total of eight respondents said, "Yes." One respondent did not reply to this question. Three respondents said, "No." Each of these three officers offered some amplifying

comments explaining their answer. One officer cited a combination of his active component time, active reserve time, and mobilization time as sources for experience. Another conceded that the opportunities to serve in key billets exist, but that in order to “truly benefit,” career experience requires “much more” than weekend drill and annual training. The third “No” respondent cited a similar concern, adding that active duty time and deployments are a better source of experience.

One respondent said neither “Yes” nor “No.” This officer stated that the Marine Reserve does not provide anything, but that it is the individual who makes his own opportunities. He cites the lack of MOS monitors and career counselors for reserve officers as evidence to support his stance.

Table 28 displays the results of this part of Question Two.

	Yes	No	No Response	Other
Frequency	8	3	1	1

Table 28. Perceptions of Billet Utility

Parts two and three of Question Two asked the respondents to identify which billets were most important and least important to their development as officers. Company/Battery Commander was the most frequently cited “most important” billet, at five. Battalion Executive Officer and Operations Officer were next; each of these two billets was cited twice.

The respondents had little concurrence on “least important” billets. In fact, the most common answer was that there was “no such thing” as a least important billet because “personal growth and application can be had anywhere;” three respondents answered thusly. IMA billets were cited twice as being “least important.”

3. Perceptions of Reserve Categories and Career Progression

This section presents interview data involving the respondent's perceptions of service in the various reserve categories. The data contains seven questions.

Question One: "How many years of experience does a commander normally have in the SMCR units prior to selection for command?"

The respondents had general concurrence on this question, with the average between 5–7 years of SMCR experience. This is in addition to serving in the AC or other reserve categories. Respondents cited a need for officers transitioning from the AC to learn the intricacies of the SMCR, and for junior officers with less AC experience to supplement their career development through mobilization and deployment time.

Question Two: "Does the Marine Corps Reserve recognize experience outside of SMCR units as valuable?"

The SMCR is the reserve category in which units most closely resemble those of the AC Fleet Marine Force (FMF). The perception exists that time spent serving in SMCR units is more valuable to a reserve officer than time spent serving in other supporting billets.

Respondents did not have concurrence on Question Two. Six respondents stated that the Marine Reserve does value time served outside of the SMCR, contending that the institution values well rounded officers and a broad range of experiences. Three respondents contend that it simply depends on the billet to which one is assigned, or length of time in that billet. Four respondents believe that the Marine Reserve does not value time served outside of SMCR billets. One officer suggested that reserve promotion and command boards consider IMA jobs differently and perhaps even less competitive than SMCR jobs. Another alleges that too much name recognition is associated with commands in the SMCR, causing valuable staff experience in IMA or AR billets

to often be overlooked. A third officer implied that time outside of the SMCR is seen as time outside of one's primary MOS, while the fourth officer went so far as to allege that non-SMCR billets are seen as a lower caste than those billets in the SMCR.

Table 29 displays a summary of the data for Question Two.

	Yes	No	Other
Frequency	6	4	3

Table 29. Perceptions of Experience Outside of the Select Marine Corps Reserve

Question Three: "In order to cultivate well-rounded RC officers, how much experience (if any) outside of the SMCR is appropriate?"

Experience outside of the SMCR is generally valued, according to the respondents. Five respondents outlined an officer's optimal career path as matching to the greatest extent possible that of an officer's AC counterpart. These respondents likened an SMCR tour to a FMF tour, and an IMA or AR tour as equivalent to a "B-billet" tour in the AC. The respondents indicated that a tour (generally 2–4 years in length) with an SMCR unit should be followed by a non-SMCR billet, much the way an AC officer will serve in an FMF billet followed by a "B-billet." Likewise tours in non-SMCR billets should be followed by tours in SMCR billets.

Active duty time, either in the AC or the AR, was also cited. A total of five respondents contended that in order to be truly well rounded, some amount of time outside of the RC was necessary. Recommendations for active duty time varied. One respondent suggested that all reserve officers (specifically those sourced through the OCC-R) should serve a term of 1–2 years in the FMF in order to develop the basic skillset required to be leaders of Marines. This respondent contended that these skills simply cannot be developed to the extent needed through weekend drills and AT. Another respondent suggested a

“reserve augment” program in which reservists can serve active duty tours ranging from six months to a full year in order to hone requisite skills at a given stage in career progression. Three respondents indicated that a minimum of 4 years of AC time is a desirable prerequisite.

The remaining three respondents’ answers were ambiguous with respect to the question, speaking more toward nuances of the SMCR, field grade staff experience, and challenges that officers sourced through the OCC-R face.

Question Four: “Is experience in multiple units considered in the promotion process? How many or what type of units are considered?”

Question Four is similar to Question Three; however, “units” in this question refers to units within the SMCR. A total of seven respondents indicated that service across a broad range of units enriches and broadens an officer’s experience and is considered in the promotion process. However, three of these respondents also acknowledged that, while a broad range of service in different units is considered in the promotion process, service in one unit (commonly referred to as “homesteading”) is not a barrier to promotion or selection to a command billet.

Five respondents indicated that service in multiple units is not a major factor in promotions. Three of these respondents indicated that a broad range of experience is not a consideration for promotion, but a benefit to the development of the individual officer. Out of these three respondents, two went on to suggest that service in a single unit can create a clear picture of how well an officer is progressing in the performance of his duties. Out of the five respondents who did not believe that experience in multiple units was a consideration for promotion, two respondents indicated that MOS proficiency is more important than experience in multiple units, and that officers are better off developing their core competencies.

The remaining respondent contended that the answer to Question Four could not be considered as a rule, but only on a case-by-case basis. This

respondent alleged that movement across multiple units could be a sign of a struggling civilian career, and therefore could result in questions of dependability. This respondent also indicated that movement can be a sign that an officer is “running from his own incompetence.” At the same time, movement can also indicate that an officer loves to deploy or learn new jobs and may just be searching for a job or MOS that is a right fit for him.

Question Five: “Is the geographic layout of the Reserve Component force structure conducive to providing incentive to participate in the SMCR?”

The purpose of Question Five is to analyze the perceptions of the respondents regarding the actual locations of SMCR units. Nine respondents stated that the geographic layout of the Reserve Component force structure is not conducive to furthering career progression. Seven of these respondents cited prohibitive travel costs, often incurred at the expense of the individual, as being a severe disadvantage. These respondents indicated that a re-alignment of reserve force structure is necessary, locating units central to larger population centers. One respondent noted that the geographic force structure is meant to facilitate objectives other than career progression, such as strategic and operational objectives.

Four respondents contend that the layout of the reserve force structure is sufficient, albeit not perfect. One respondent noted that the reserves do not suffer from severe manpower shortages. This respondent did note that units located in larger population centers have a great advantage over those units, which are not. One respondent contended that the alignment is sufficient for participation, but does not necessarily foster the growth and development of personnel.

Table 30 displays the results of Question Five.

	Yes	No
Frequency	9	4

Table 30. Perceptions of the Geographic Layout of the Reserve Component Force Structure

Question Six: “What percentage of your officers travel over 150 miles to drill? How many use IDT travel?”

Travel can be a factor in determining if an officer will participate in an SMCR unit or not. United States Code 37, Section 408a establishes inactive duty travel (IDT) reimbursement rates for eligible personnel.⁵⁵ Provisions for eligibility include qualification in a skill designated as critically short, assignment to a unit in the Select Reserve with a critical manpower shortage, or assignment based on the disestablishment of an installation due to realignment. Round-trip reimbursement rates are limited by the statute to \$300.

Extended travel distances to drill can often mean that officers are required to miss additional work time in their civilian jobs, or pay out of pocket above what IDT rates will cover. Respondents overwhelmingly support the IDT program; however, responses on the actual percentages of eligible officers using IDT were ambiguous. One respondent claimed that it would be impossible for him to staff key billets without IDT. This respondent stated that 100% of his IDT eligible officers use it, and that all of his IDT eligible officers would transfer to a closer unit or leave the SMCR entirely if IDT reimbursements stopped. Another respondent stated that 100% of his IDT eligible officers use it. This respondent noted that IDT reimbursements are not afforded to Battalion Commanding Officers and contends that this policy reduces the number of eligible officers who apply for command.

⁵⁵ Title 37 USC § 408a “Pay And Allowances of the Uniformed Services.”

Table 31 displays the results of Question Six.

	20-29%	30-39%	50-59%	80%	No Response
Frequency	2	5	4	1	1

Table 31. Percentages of Inactive Duty Travel Eligible Officers

Question Seven: “How far do you travel to drill and at what cost?”

Question Seven provides a sample of the challenges (in terms of travel time, distance, and cost) that key leaders in the RC face. Eight respondents declined to answer this question. Out of the remaining five respondents, four involved air travel ranging from 550 to 2500 miles of round-trip travel with costs ranging from \$230-\$1200 per month. The remaining respondent cited a distance of 90 miles, use of his POV and a cost of \$50 per month. This respondent noted that he applied for command at his current billet because of proximity more so than availability.

E. GAP ANALYSIS

This identifies gaps between the optimal model and the current population. Gaps are limited to PME and Key Billets due to the parallels between the AC and the RC. Because the Optimal Model is the standard by which all comparisons are made, this thesis assumes that Optimal Model participation is 100%. Reserve Category is not considered in this portion of the analysis because it is specific to the RC.

1. Gaps in PME

Gaps exist between the optimal model and PME completion rates for reserve officers. Analysis of the archive data reveals that PME completion rates were low for the corresponding ranks. The analysis also revealed officers in command billets at the O5 and O6 levels have reached their current rank and billet assignment without satisfying PME requirements. Table 32 displays the

current population of O5 and O6 commanders and their PME completion rates as a percentage of the Optimal Model.

Command Rank			
	Optimal Model	Current Population (O5)	Current Population (O6)
CLS	100%	49.3%	24.6%
ILS	100%	39.3%	52.6%
TLS	100%	2.8%	13.2%

Table 32. Command Rank vs. Optimal Model: Professional Military Education

2. Gaps in Key Billets

Gaps exist between the optimal model and key billet progression throughout the careers of reserve officers. The Optimal Model prescribes a progression through key billets that generally correspond to rank and level of experience. This progression is designed to gradually increase the level of responsibility and broaden the scope of the officer's experience. However, officers in command billets in the RC do not always follow the progression as prescribed by the Optimal Model. Table 33 displays the current population of O5 and O6 commanders, and their key billets held (pre-Battalion level command) as a percentage of the Optimal Model.

Command Rank			
	Optimal Model	Current Population (O5)	Current Population (O6)
Company Commander	100%	8.1%	11.3%
Operations	100%	50.5%	56.7%
Executive Officer	100%	3.0%	8.2%

Table 33. Command Rank vs. Optimal Model: Key Billets

F. CHAPTER SUMMARY

This chapter established the standard career progression of a combat arms officer in the AC as “optimal.” After establishing the optimal model, this chapter established PME, service in key billets, and reserve category as relevant to this research. This chapter then introduced archive data that analyzed variables relevant to this research. Following the presentation of archive data, the interview data of thirteen respondents was introduced.

Archive data on PME revealed a lag in completion rates for grade-appropriate PME. Furthermore, the archive data on PME indicated that many officers in command billets at the O5 and O6 levels had not completed PME throughout their progression as officers.

However, the interview data indicated otherwise. Eleven respondents stated that they had completed PME, with the remaining two declining to respond. Respondents’ perceptions on PME being a career enhancer was mixed, with only five out of thirteen asserting that PME is a qualifier for career enhancement. Two respondents stated that it was not a qualifier, with five out of the remaining six respondents indicating that PME is “preferred but not required.”

Archive data on key billets revealed that many officers did not receive an appreciable amount of time observed in a key billet appropriate to their grade. This data further indicated that the majority of officers in command billets at the O5 and O6 levels have not received a significant amount of observed fitness report time serving in key billets.

However, when asked what billets are used as markers for career progression, ten out of thirteen respondents described a career progression through the field grades that was strikingly similar to the optimal model. The remaining three respondents offered a similar description, but stopped at the company grade level. Respondents cited the billet of Company/Battery commander as most useful in preparing officers for command.

Archive data on reserve category revealed that length of time in the SMCR, AR, IMA and IRR varied greatly. On one extreme were 16 officers at the O5 and 12 officers at the O6 level who had no appreciable time in the SMCR. On the other extreme was an O5 in a command billet who had a total of 90 months of time in the IRR.

The respondents indicated that a period averaging between 5 and 7 years of SMCR experience is standard for selection to command. Four respondents asserted that the Marine Reserve does not value non-SMCR experience in its promotion and selection processes. However, the respondents themselves generally valued experience outside of the SMCR.

Respondents also commented on the value of experience in different SMCR units, as well as issues relating to distance, travel time and cost. With the data established, this thesis will now progress to Chapter V for a summary, conclusions, and recommendations.

THIS PAGE INTENTIONALLY LEFT BLANK

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

This chapter provides a summary of the research and includes a series of conclusions and recommendations. This thesis presented a brief history of the Officer Candidate Course-Reserve (OCC-R) program, and asserted that the Reserve Component (RC) would face numerous challenges with the implementation of the program as well as the development of those officers sourced through OCC-R. From this point, the primary research question was introduced, followed by the secondary.

This thesis introduced numerous sources of previously existing research, academic and theoretical work relating to the scope of this thesis, as well as doctrinal publications concerning policies within the RC. This thesis also presented a brief background of the RC force structure and manpower policies.

With the framework and background for the research established, this thesis presented relevant archive and interview data analyzing critical career milestones of reserve officers. This thesis analyzed archive data on completion of professional military education (PME) and key billet assignment by rank, as well as by officers in command billets. Additionally this thesis analyzed the service history of officers in command billets as it related to their service in SMCR and non-SMCR billets.

Following the analysis of the archive data, this thesis analyzed interview data from a pool of reserve field grade officers in combat arms military occupational specialties (MOS's). The interview data confirmed the archive data in some examples, while in others it conflicted with the archive data. However, both in cases of confirming or contradicting the archive data, the interview data enhanced the research by providing a current understanding of how reserve officers view the institution in which they serve.

With the analysis of the data complete, this thesis moves to conclusions and recommendations.

B. CONCLUSIONS AND RECOMMENDATIONS

This section is a series of conclusions to the primary and secondary research questions, and the resulting recommendations. This thesis acknowledges the unique set of challenges that RC officers face and makes recommendations that are mindful of reality.

1. Primary Research Question

“What is the optimal career path necessary for the development of battalion commanders and senior staff officers in ground combat MOS’s in the Reserve Component?”

a. Conclusion

The optimal career path necessary for the development of battalion commanders and senior staff officers in ground combat MOS’s in the RC is one that most closely mirrors the AC model as presented in Chapter IV. This conclusion is based primarily on the interview data in which respondents indicated that progression, which included alternating between SMCR billets and non-SMCR billets, provides officers with the breadth of experience needed to prepare them for command or senior staff billets. While the career progression of reserve officers is unlikely to fully mirror that of their AC counterparts, options exist that will assist reserve officers as they make career decisions.

b. Recommendations

This thesis makes a recommendation that will enable the RC officer to pursue a career path that most closely resembles the Optimal Model.

- This thesis recommends that officers in the RC mirror the AC model to the greatest extent possible. The AC model provides a broad range of experiences, which contribute to the diversity of an

officer's career. Likewise, a career progression that alternates between SMCR billets and non-SMCR billets will diversify a reserve officer's career such that he has the requisite experience desired for command slating.

2. Secondary Research Question

Are there gaps between the optimal career progression for Active Component combat arms officers and their counterparts in the Reserve Component?

a. Conclusion

This thesis concludes that gaps between the optimal model for active component officers and their reserve officer counterparts. Gaps existed in key billets such as Company Commander and Operations Officer; as well as in PME completion numbers such as Career Level Schools.

b. Recommendations

This thesis makes recommendations that will enable the RC to close the gap existing between the Optimal Model and the current population of reserve officers.

- This thesis recommends a "Reserve Officer Augment" program to be implemented where feasible. Such a program would allow reserve officers in the grade of Captain, Major, and Lieutenant Colonel to serve in key billets such as company command or staff billets (preferably in the operations community) in AC units. For example, a Major in the RC may choose to augment for a period of 12 months in order to serve as the Future Operations Officer on the staff of a Regimental Combat Team (RCT). Such a policy provides valuable experience to the reserve officer while relieving the IA burden on AC units, and directly addresses the gaps between key billet progression and the Optimal Model.
- This thesis recommends a stronger emphasis on completion of PME for RC officers. The Marine Corps has deemed this education to be vital to the cultivation of competent and intellectual leaders. A stronger emphasis on PME in the RC may result in individual officers placing a higher value on it as well.

3. Tertiary Research Question

How does the Reserve Component implement changes that will enhance and facilitate the optimal career progression of ground combat officers?

a. Conclusion

This thesis concludes that the system of promotion and command slating in the RC, while not perfect, is certainly not broken. As several respondents noted, officers in the RC face a different set of career related challenges than do their AC counterparts. Yet the RC has been successfully supporting strategic and operational goals and has done so without serious personnel shortages. Furthermore, their tactical performance has been on par with AC units. However, there is always room to improve upon total system performance.

b. Recommendations

This thesis makes recommendations that will enable the RC to improve upon the current system of promotion and command slating in the RC.

- This thesis recommends a complete review of policies relating to promotion in the IRR. A review of promotion policies could lead to a higher level of selectivity for officers assigned to the IRR at the time of the promotion board.
- This thesis recommends a review of inactive duty travel (IDT) regulations, focusing on those who are considered eligible. Specifically, expanding eligibility to commanding officers may add depth of quality to those reserve officers who apply for command.

C. FURTHER RESEARCH

Due to its limited scope, this thesis recommends that additional research be conducted in several areas relating to the topic presented in this thesis.

a. *Analysis of Additional Variables*

This thesis maintained a scope of analysis limited to PME, key billets, and service in SMCR and non-SMCR categories. This thesis considered these variables to be the baseline necessities for reserve officer career progression. However, the archive data included several additional variables that may enhance the research, and this thesis recommends that future research analyze variables, which were not included in this research.

b. *Analysis of OCC-R Sourced Officers*

This thesis recommends that a study on the performance, retention, and attrition of OCC-R officers be conducted. Many respondents asserted that some degree of AC experience is crucial to the development of junior officers. OCC-R officers do not benefit from this experience. A study on OCC-R officers is possible after 5 years of accessions, and may help the RC determine if the program requires any adjustments.

c. *Analysis of data exclusively on Command Slated Officers*

This thesis analyzed a wide pool of officers as well as the more narrow pool of officers in command billets. A more extensive analysis exclusively of command-slatted officers could result in a more clearly developed model of career progression of officers in the RC. Additionally, such an analysis could assist the RC in developing a career counseling program should the RC ever choose to do so.

d. Parallel Analysis of Active Component Officers Against the Optimal Model

This thesis presented the Optimal Model for the Active Component and analyzed career progression of Reserve Component officers against the model. This thesis recommends a parallel study of Active Component officers against the Optimal Model, which will allow a direct comparison between Active Component Officers and Reserve Component Officers.

APPENDIX A.

- 1) Demographics (These questions will build a profile of the Key Leader being interviewed.)
 - Type of command (battalion, squadron, etc.)
 - Were you approved on first command screening?
 - Time-in-grade
 - How far do you travel to drill/what is the cost?
 - How long have you been in command?
 - Have you deployed as a commander at the battalion/squadron level
- 2) Ideal Career Path
 - How important is PME completion for professional development? To what extent does PME completion better qualify an individual in his professional development?
 - How many years of experience should a commander have in the SMCR units prior to selection for command?
 - What billets are important? Company Command, Battalion Staff (S-3, etc.), Battalion XO, Regt Staff, etc?
 - How important is experience outside of SMCR units (i.e., AC "B" billets, IMA, etc.)?
 - In order to cultivate well-rounded RC officers, how much experience (if any) outside of the SMCR is appropriate?
 - Is experience in multiple units important? How many or what type of units?
 - Is the geographic layout of the RC force structure conducive to providing incentive to participate in the SMCR?
- 3) Subordinate Development
 - How many company grade officers are in your battalion?
 - How important is the OCC-R program towards providing platoon-level leadership in your battalion?
 - What challenges do you foresee (or have you experienced) with officers sourced from the OCC-R program?
 - What do you tell your young officers is most important towards career development?
 - What percentage of your officers are pursuing completion of PME?
 - What percentage of your officers travel over 150 miles to drill? How many use IDT travel?
 - etc.

- 4) SNO's personal career path.
 - Have you completed PME? AWS/EWS, C&S, TLS? Resident/Non-resident?
 - Same questions as above (i.e., compare their personal career path to what they consider ideal)
 - Do you feel the billets you held prior to command well-prepared you for command? Which billet was most important? Least?
- 5) Barriers to career development?
 - What are the biggest barriers to career development?
 - How can we mitigate these barriers (accommodate Reserve Officers as they navigate these barriers)?
- 6) What changes would you implement to improve career development/remove?
- 7) Is there anything that I have not asked, or an area that I have left unexplored that you believe would be relevant to this discussion?

APPENDIX B.

Table 9: Company Command and Rank

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	1,089	3,279	3,718	3,490	953	12,529
1	0	2	10	14	0	26
2	0	8	10	5	5	28
3	0	1	7	21	5	34
4	0	4	16	26	4	50
5	0	3	36	27	8	74
6	0	1	16	19	3	39
7	0	2	11	18	4	35
8	0	3	18	17	4	42
9	0	2	5	21	2	30
10	0	0	0	7	1	8
11	0	2	3	21	0	26
12	0	4	22	34	26	86
13	0	0	6	7	5	18
14	0	0	3	18	3	24
15	0	0	7	17	3	27
16	0	1	1	15	5	22
17	0	0	3	5	3	11
18	0	0	5	6	0	11
19	0	0	6	19	1	26
20	0	0	1	6	0	7
21	0	0	1	5	5	11
22	0	0	0	7	4	11
23	0	0	3	8	1	12
24	0	0	0	7	5	12
25	0	0	8	16	3	27
26	0	0	0	8	5	13
27	0	0	3	0	0	3
28	0	0	4	1	0	5
30	0	0	3	4	0	7
31	0	0	0	4	2	6
32	0	0	1	4	0	5
33	0	0	2	3	0	5

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
34	0	0	0	4	0	4
38	0	0	0	2	2	4
39	0	0	0	1	0	1
40	0	0	0	1	0	1
45	0	0	0	1	2	3
51	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 10: Operations and Rank

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
0	925	2,063	1,732	1,420	291	6,431
1	7	56	36	26	5	130
2	13	66	82	52	12	225
3	21	86	82	36	16	241
4	14	85	114	78	12	303
5	17	90	119	61	12	299
6	12	102	106	82	24	326
7	15	78	115	83	17	308
8	10	64	76	76	30	256
9	9	63	104	83	26	285
10	2	48	94	78	16	238
11	6	45	99	55	21	226
12	8	74	130	103	30	345
13	6	37	66	76	10	195
14	2	33	58	66	18	177
15	4	29	67	64	20	184
16	1	24	43	49	16	133
17	3	11	41	31	5	91
18	6	25	25	32	16	104
19	2	26	43	56	22	149
20	0	13	52	42	15	122
21	2	17	33	49	7	108
22	0	8	29	75	14	126
23	0	12	41	56	10	119
24	1	17	71	64	26	179
25	1	20	33	61	20	135
26	0	10	34	50	6	100
27	0	10	24	33	4	71
28	0	7	36	69	17	129
29	2	8	28	53	11	102
30	0	10	21	55	8	94
31	0	13	37	38	20	108
32	0	5	11	23	19	58
33	0	8	24	36	13	81
34	0	4	23	32	19	78
35	0	7	17	27	17	68

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
36	0	4	17	31	21	73
37	0	6	17	34	2	59
38	0	7	4	41	12	64
39	0	1	19	20	7	47
40	0	1	8	24	14	47
41	0	3	13	12	14	42
42	0	0	19	26	8	53
43	0	3	16	33	12	64
44	0	2	5	19	7	33
45	0	3	7	28	7	45
46	0	0	6	15	6	27
47	0	1	5	14	2	22
48	0	1	3	12	13	29
49	0	4	7	20	7	38
50	0	0	2	9	4	15
51	0	0	3	7	1	11
52	0	0	3	11	10	24
53	0	0	3	9	9	21
54	0	1	5	10	1	17
55	0	0	1	13	13	27
56	0	0	1	5	2	8
57	0	1	1	6	7	15
58	0	0	0	16	4	20
59	0	0	2	9	1	12
60	0	0	1	4	1	6
61	0	0	0	6	0	6
62	0	0	3	6	1	10
63	0	0	0	8	1	9
64	0	0	0	0	5	5
65	0	0	1	4	5	10
66	0	0	0	3	5	8
67	0	0	1	0	0	1
68	0	0	1	3	4	8
69	0	0	1	2	0	3
70	0	0	1	3	1	5
71	0	0	0	1	0	1
72	0	0	1	3	2	6
73	0	0	0	6	1	7

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
74	0	0	0	1	1	2
75	0	0	1	4	2	7
76	0	0	0	6	0	6
77	0	0	2	2	1	5
78	0	0	0	2	0	2
79	0	0	3	4	0	7
80	0	0	0	5	0	5
81	0	0	0	1	0	1
82	0	0	0	4	5	9
83	0	0	0	1	0	1
85	0	0	0	1	0	1
86	0	0	0	1	0	1
87	0	0	0	1	0	1
88	0	0	0	4	0	4
92	0	0	0	3	0	3
98	0	0	0	4	0	4
101	0	0	0	1	0	1
103	0	0	0	1	0	1
112	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 12: Battalion Executive Officer and Rank

Time	Rank					Total
	Lt	Capt	Maj	LtCol	Col	
0	996	2,679	3,594	3,610	977	11,856
1	1	38	20	12	4	75
2	3	53	34	11	0	101
3	14	67	45	28	9	163
4	10	62	35	29	0	136
5	12	47	20	4	11	94
6	10	58	20	12	7	107
7	8	31	15	6	0	60
8	3	33	16	16	0	68
9	2	32	36	33	4	107
10	3	23	20	12	0	58
11	4	29	8	30	5	76
12	5	30	28	18	14	95
13	2	25	6	10	5	48
14	3	18	0	1	0	22
15	4	13	5	1	4	27
16	3	17	9	1	0	30
17	2	10	2	5	0	19
18	1	14	0	12	4	31
19	2	7	2	1	5	17
20	0	8	1	8	0	17
21	1	1	5	4	0	11
22	0	4	0	0	0	4
23	0	2	0	4	1	7
24	0	4	0	4	8	16
25	0	5	1	4	0	10
26	0	2	3	0	0	5
29	0	0	0	0	5	5
31	0	0	4	0	0	4
32	0	0	0	1	0	1
33	0	0	0	1	0	1
34	0	0	0	1	0	1
35	0	0	0	1	1	2
36	0	0	0	1	0	1
37	0	0	0	5	0	5
38	0	0	0	1	0	1

Rank						
Time	Lt	Capt	Maj	LtCol	Col	Total
39	0	0	0	2	0	2
45	0	0	0	1	0	1
Total	1,089	3,312	3,929	3,890	1,064	13,284

Table 16: Command Rank and Observed Time in Operations

Time	RANK		
	O5	O6	Total
0	48	26	74
2	2	2	4
3	2	2	4
4	4	0	4
5	2	0	2
6	4	2	6
7	5	0	5
8	6	4	10
9	3	1	4
10	2	3	5
11	5	2	7
12	12	2	14
13	1	2	3
14	2	4	6
15	4	2	6
16	3	2	5
17	3	1	4
18	6	1	7
19	5	4	9
20	4	1	5
21	2	2	4
22	8	2	10
24	1	2	3
25	3	3	6
26	2	0	2
27	2	0	2
28	4	2	6
30	0	1	1
31	1	3	4
32	1	1	2
33	1	1	2
34	1	2	3
35	2	2	4
36	0	2	2
37	3	0	3
38	0	3	3

RANK			
Time	O5	O6	Total
39	1	0	1
40	1	1	2
41	2	1	3
42	1	1	2
43	1	0	1
45	2	0	2
46	2	1	3
50	2	0	2
52	0	1	1
56	0	1	1
58	0	2	2
60	0	1	1
68	0	1	1
70	1	0	1
80	1	0	1
Total	168	97	265

Table 21: Command Rank and SMCR

Time	RANK		
	O5	O6	Total
0	16	12	28
1	1	0	1
2	0	1	1
3	1	0	1
4	2	0	2
6	1	0	1
9	3	0	3
10	2	0	2
11	4	0	4
13	1	0	1
18	1	0	1
19	5	0	5
21	2	0	2
22	1	1	2
23	2	0	2
25	1	0	1
26	1	0	1
27	0	1	1
28	3	1	4
32	2	0	2
33	3	0	3
34	2	1	3
35	3	0	3
36	2	0	2
38	1	0	1
39	2	1	3
40	1	0	1
41	1	2	3
42	1	0	1
43	1	1	2
44	1	0	1
45	2	0	2
46	5	0	5
47	1	0	1
48	1	0	1
49	2	0	2

RANK			
Time	O5	O6	Total
50	2	0	2
51	2	0	2
52	1	0	1
53	4	0	4
55	0	1	1
58	2	0	2
59	3	1	4
60	2	0	2
61	2	2	4
62	0	1	1
63	4	3	7
64	1	3	4
65	1	1	2
66	2	2	4
67	0	1	1
68	1	0	1
69	3	1	4
70	4	0	4
71	1	0	1
72	0	1	1
73	1	1	2
74	4	0	4
75	2	1	3
76	0	2	2
77	2	2	4
78	1	0	1
79	3	3	6
80	0	2	2
81	6	1	7
82	3	0	3
83	3	0	3
84	2	1	3
85	1	2	3
86	4	4	8
87	3	0	3
88	0	2	2
89	2	3	5
90	2	0	2

RANK			
Time	O5	O6	Total
91	6	1	7
92	3	0	3
93	1	1	2
94	1	3	4
95	1	2	3
96	2	0	2
97	2	3	5
99	2	1	3
100	2	1	3
101	0	3	3
102	2	1	3
103	2	2	4
104	5	3	8
105	1	1	2
107	1	0	1
108	1	0	1
110	2	0	2
111	1	0	1
113	1	2	3
114	2	0	2
115	3	2	5
116	4	7	11
117	0	1	1
118	1	0	1
119	0	2	2
122	0	1	1
123	0	1	1
124	2	0	2
125	0	2	2
127	2	0	2
128	4	7	11
130	0	1	1
134	0	1	1
135	0	1	1
137	2	0	2
138	1	0	1
139	0	1	1
140	2	1	3

RANK			
Time	O5	O6	Total
Total	211	114	325

Table 22: Command Rank and IMA

RANK			
Time	O5	O6	Total
0	107	48	155
1	3	0	3
2	1	0	1
3	3	0	3
4	1	0	1
5	1	0	1
6	3	2	5
7	1	2	3
8	5	1	6
9	5	1	6
10	2	1	3
11	2	1	3
12	3	3	6
13	5	1	6
14	7	0	7
15	1	0	1
16	7	1	8
17	3	1	4
18	1	2	3
19	1	1	2
20	1	1	2
21	2	7	9
22	3	2	5
23	1	2	3
24	1	1	2
25	4	0	4
26	1	1	2
27	0	3	3
28	2	1	3
29	3	0	3
30	3	2	5
31	0	1	1
32	2	3	5
33	3	0	3
34	3	1	4
35	1	0	1

RANK			
Time	O5	O6	Total
36	0	1	1
37	3	0	3
38	1	1	2
39	1	0	1
40	0	1	1
41	3	1	4
42	0	1	1
43	0	1	1
44	0	2	2
46	1	0	1
47	0	1	1
48	0	1	1
49	1	0	1
51	1	0	1
52	1	2	3
53	0	2	2
54	0	1	1
55	1	1	2
58	1	0	1
59	2	0	2
61	0	1	1
62	1	0	1
65	0	1	1
68	0	1	1
69	1	0	1
78	0	1	1
80	0	1	1
82	0	1	1
103	1	0	1
109	0	1	1
110	0	1	1
Total	211	114	325

Table 23: Command Rank and AR

Time	RANK		
	O5	O6	Total
0	171	104	275
1	1	0	1
2	1	0	1
6	1	0	1
14	1	0	1
17	1	0	1
18	1	0	1
26	1	0	1
27	1	0	1
38	1	0	1
39	1	0	1
41	1	0	1
42	2	0	2
46	1	0	1
48	1	0	1
50	1	0	1
51	1	0	1
52	2	0	2
53	1	0	1
55	1	0	1
61	1	0	1
66	1	0	1
68	1	0	1
72	1	0	1
80	1	0	1
84	3	0	3
91	1	0	1
104	1	0	1
107	3	3	6
108	1	0	1
109	1	0	1
110	0	1	1
111	1	0	1
114	0	1	1
119	1	1	2
123	1	0	1

RANK			
Time	O5	O6	Total
131	0	2	2
143	1	2	3
Total	211	114	325

Table 24: Command Rank and IRR

Time	RANK		
	O5	O6	Total
0	52	50	102
1	29	5	34
2	6	0	6
3	11	4	15
4	3	0	3
5	2	2	4
6	8	2	10
7	7	0	7
8	8	2	10
9	5	2	7
10	1	3	4
11	4	2	6
12	3	5	8
13	5	2	7
14	2	1	3
15	3	5	8
16	1	0	1
17	4	2	6
18	0	4	4
19	4	3	7
21	2	4	6
22	2	2	4
23	1	1	2
24	3	1	4
25	1	0	1
26	1	0	1
27	4	0	4
28	1	1	2
29	0	2	2
30	5	1	6
31	0	1	1
32	1	0	1
33	1	1	2
34	1	1	2
35	2	0	2
36	1	0	1

RANK			
Time	O5	O6	Total
38	1	0	1
40	1	0	1
41	2	0	2
42	0	2	2
44	0	1	1
46	2	0	2
47	1	1	2
50	1	0	1
51	2	0	2
52	1	0	1
55	1	0	1
56	1	0	1
58	4	0	4
59	2	0	2
60	1	0	1
64	0	1	1
66	1	0	1
67	3	0	3
77	1	0	1
89	1	0	1
90	1	0	1
Total	211	114	325

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF REFERENCES

- Luther, Christopher D. "Post-9/11 Field Grade Officer Requirements in the Marine Corps Reserve." Master's thesis, Naval Postgraduate School, 2011.
- MARADMIN 571/06. "Reserve Officer Commissioning Programs."
- Marine Corps Systems Command (MARCORPSSYSCOM). "Acquisition Career Roadmap."
<http://www.marcorsyscom.usmc.mil/sites/acqworkforce/CareerMap/careermaps/MOS0302PM.aspx>.
- Mathis, Robert L., and John H. Jackson. *Human Resource Management*. Mason, OH?: Thompson South-Western, 2006.
- "Military Occupational Specialties Manual (Short Title: MOS Manual)." MCO 1200.17A. Quantico, VA: U.S. Department of the Navy, 2009.
- Price, Jonathon D. "Effects of Activation on Selected Marine Corps Reserve Prior Service Enlisted Continuation Rates in the Post-9/11 Era." Master's thesis, Naval Postgraduate School, 2010.
- Title 10 USC § 12301. "Reserve Components Generally."
- Title 10 USC § 12302. "Ready Reserve."
- Title 10 USC § 12304. "Selected Reserve and Certain Individual Ready Reserve Members; Order to Active Duty Other Than During War or National Emergency."
- Title 10 USC § 14306. "Establishment of Promotion Zones: Navy Reserve and Marine Corps Reserve Running Mate System."
- Title 37 USC § 408a. "Pay And Allowances of the Uniformed Services."
- U.S. Department of the Navy. "Marine Corps Ground Training And Readiness (T&R) Program." MCO P3500.72A. Quantico, VA: U.S. Department of the Navy, 2005a.
- . "Infantry Training And Readiness (T&R) Manual." NAVMC 3500.87. Washington, DC: U.S. Department of the Navy, 2005b.
- . "Individual Mobilization Augmentee (IMA) Program." MCO 1001.62. Quantico, VA: U.S. Department of the Navy, 2006.

———. “Marine Corps Reserve Administrative Management Manual. “MCO 1001R.1K. Quantico, VA: U.S. Department of the Navy, 2009.

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center
Ft. Belvoir, Virginia
2. Dudley Knox Library
Naval Postgraduate School
Monterey, California
3. Defense Technical Information Center
Fort Belvoir, Virginia
4. Dudley Knox Library
Naval Postgraduate School
Monterey, California
5. Marine Corps Representative
Naval Postgraduate School
Monterey, California
6. Director, Training and Education, MCCDC, Code C46
Quantico, Virginia
7. Director, Marine Corps Research Center, MCCDC, Code C40RC
Quantico, Virginia
8. Marine Corps Tactical Systems Support Activity (Attn: Operations Officer)
Camp Pendleton, California
9. Lieutenant Colonel John Price
Manpower and Reserve Affairs
Quantico, Virginia
10. Lieutenant Colonel William Bently
4th Marine Division
New Orleans, Louisiana
11. Dr. Yu-Chu Shen
Naval Postgraduate School
Monterey, California

12. Professor Bill Hatch
Naval Postgraduate School
Monterey, California
13. Dr. Douglas Brook
Naval Postgraduate School
Monterey, California
14. Stephen Reamy
Naval Postgraduate School
Monterey, California